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ABSTRACT

Information on the educational system of Saudi Arabia and the placement of Saudi students in U.S. schools and colleges is presented. After briefly introducing the country and the educational system, attention is directed to elementary education. A new type of secondary school program that includes general and specialized courses is described. Secondary level vocational and technical, commercial, and agricultural programs also are offered. Separate institutes for males and females train allied health workers. There are specialized institutes for preparing elementary and secondary male teachers of art, physical education, and science and mathematics. Military education is also offered at five academies. There are 11 girls' colleges and 7 universities, 2 of which offer programs below the bachelor's level to train skilled technicians. Bachelor's and graduate degree programs, enrollments, budgets and facilities, faculty, and study abroad are described, and profiles for each university and girls' college are provided. Guidelines are presented to help admissions officers determine the admissibility and appropriate level of placement of Saudi students in U.S. institutions. Appended are copies of certificates of completion and grade reports from different Saudi schools. (SW)

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WORLD EDUCATION SERIES American Association of Collegiate Registrars and Admissions Officers

SAUDI ARABIA

E. Eugene Oliver

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Saudi Arabia

A Study of the Educational System of Saudi Arabia and a Guide to the Academic Placement of Students in Educational Institutions of the United States

E. Eugene Oliver
Assistant Vice President for Academic Affairs
University of Illinois

1987

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Preface

Writing the WES volume on the Kingdom of Saudi Arabia has been the realization of a long-held dream. As early as 1975, Dr. Hamoud Al-Badr, then the Dean of Admissions and Registration at the University of Riyadh, and I began discussing the many changes that had occurred in education in Saudi Arabia since the previous volume was published in 1968. It was evident then, and even more so now, that the explosive growth and fundamental changes in the Kingdom's educational system required a new description for use by college and university admissions officers in the United States. It has been an exciting privilege to help achieve that goal.

I first visited Saudi Arabia in May, 1975, as a member of a team selected to assist the University of Riyadh (now King Saud University) in a comprehensive self-study. The team returned in November of the same year for a follow-up seminar. Further visits as a consultant to King Saud University occurred in 1977 and 1981; and in March, 1986, I spent one month in the Kingdom collecting data for this volume. Throughout these years, I have also had the opportunity to meet and work with representatives from most of the universities in Saudi Arabia, through the American and Arab Associations of Collegiate Registrars and Admissions Officers.

My task as author has thus been aided immeasurably by many friends in Saudi Arabia—old and new—who have generously supplied information, provided logistical support, checked and rechecked facts, and offered valuable insights. Any list would be incomplete, but among those to whom I am indebted for special support are the following: Dr. Hamoud Al-Badr, Vice President, King Saud University; Dr. Ruwaid Akkad, Dean of Student Affairs, King Fahd University of Petroleum and Minerals; Dr. Khedair Saud Al-Khedair, Assistant Dean, Educational and Student Affairs, King Fahd University of Petroleum and Minerals; Dr. Mazyed Al-Mazyed, Dean of Admissions, Registration, and Student Affairs, Abha Branch, King Saud University; Dr. Saleh M. Al-Okla, (former) Dean of Admissions and Registration, King Saud University; Dr. Reda A. Kabli, Dean of Admissions and Registration, King Abdulaziz University; Dr. Mohammed Ali Malak, Associate Professor of Education, King Saud University; Borhan Abdulwahid Qary, Research Assistant, College of Education, King Saud University; Dr. Abdulrahman A. Shakawy, Deputy Director, Training, Institute of Public Administration; Abdulwhhab Sheerah, Director of Admissions, King Saud University; and Talal A. Yusuf, Director, Academic Affairs, Saudi Arabian Educational Mission, Washington, D.C.

Staff members in the Saudi Arabian Ministry of Education, Ministry of Higher Education, General Organization for Technical Education and Voca-

tional Training, and the Royal Saudi Arabian Embassy in the United States were extremely helpful. The project funding and strong support of the United States Information Agency and its offices in Saudi Arabia were vital to the completion of the project.

Working closely with the volume as it developed were the monitor, Andrew J. Hein, Assistant Dean, Graduate School, University of Minnesota, and the WES managing editor, Henrianne Wakefield, and assistant editor, Miranda Knowles, to whom the author owes more than a casual reader would ever imagine.

To my wife, Betty Jo, goes my enduring appreciation for her patience, support, and understanding.

This volume is dedicated to a man who personifies the very best in educational leadership and dedication—Dr. Hamoud Al-Badr. His career at King Saud University, following completion of his Ph.D. in the United States, has included positions as Professor of Education, founding Dean of Admissions and Registration and, since 1977, as Vice President. He directed the centralization of admissions, registration, and records services at King Saud University, and provided leadership in the change from an annual system to a semester, credit hour system at his own university and throughout the Kingdom. His encouragement and support during this project have been an inspiration, and without his assistance this volume would not have been possible.

E. Eugene Oliver
April, 1987

I. Introduction

The Kingdom of Saudi Arabia

The Kingdom of Saudi Arabia, established in 1932, occupies about four-fifths of the Arabian Peninsula. Covering approximately 865,000 square miles, it is about one-third the size of the continental United States. Saudi Arabia is bordered on the west by the Red Sea; on the north by Jordan, Iraq, and Kuwait; on the east by the Arabian Gulf, Qatar, the United Arab Emirates, and Oman; and on the south by the Yemen Arab Republic and the People's Democratic Republic of Yemen.

In 1902, the founder of today's Saudi Arabia, Abdulaziz Al Saud, captured the central desert city of Riyadh and made it his capital. Over the next 25 years, he extended his rule over all of what is now the Kingdom of Saudi Arabia, bringing religious reform and stability throughout the region. He became King in 1927, and named the Kingdom "Saudi Arabia" in 1932.

When an unused oil concession was to be renewed in 1933, King Abdulaziz, known in the West as Ibn Saud, chose an American company over other competitors. In 1938, oil in commercial quantities was discovered, and today Saudi Arabia has the largest export production capability in the free world and more than one-quarter of all the world's known reserves.

After King Abdulaziz's death in 1953, his son, Saud, became King. He was succeeded in 1964 by his brother, King Faisal, the developer and planner of the modern Kingdom. Faisal was followed by King Khalid, another son of Abdulaziz, in 1975, and by his brother, the current monarch, King Fahd Bin Abdul Aziz, in 1982. There have been only four rulers in the 34 years since King Abdulaziz's death—each of them his son.

The country is divided into five administrative provinces. The central province is Najd; its capital, Riyadh, is also the national capital. The western province is known as Hejaz, and its capital is Jeddah. This province contains the two Islamic holy cities of Makkah and Madinah. The eastern province is Al Hasa, with its capital at Dammam. The southern province is historically known as Asir, and has Abha as its capital, while the capital of the northern province is Tabuk.

The climate in Saudi Arabia is hot and dry, much like the southwestern United States, although variations occur. The coasts are cooler and more humid, the interior is hot for much of the year, and the southwestern, mountainous area is cool and subject to periodic monsoon rains.

At the time of the last census (1974), the population, excluding expatriates, was estimated at 7 million. Current estimates are between 9.97 and 10 million, with an annual growth rate of about 3.5%. Forty-four percent of the population is 15 years of age or younger.

miles
0 200 400
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kilometers
IRAQ
JORDAN
KUWAIT
neutral zone
IRAN
Arabian Persian
Gulf
Tabuk
Buraidah
Onaizah
QASEEM
AL
Qateef
Dhahran
Damman
QATAR
Hofuf
Riyadh
HASA
Madinah
UNITED ARAB EMIRATES
Red
SAUDI
ARABIA
Jeddah
Makkah
Taif
OMAN
Abha
Jizan
YEMEN ARAB REP.
P.D.R. OF YEMEN
Indian
Ocean
AFRICA
Gulf of Aden

The government of Saudi Arabia is a monarchy based on the Koran, the holy book of Islam, which is the state religion. A Council of Ministers, appointed by the King, forms the executive and legislative branches of the government. There are 20 government ministries and several other agencies and departments.

Adherents to Islam are called Muslims. They believe in one God, *Allah*. Islam, one of the world's three great monotheisthic religions, has close ties to Christianity and Judaism. The Islamic legal system is the *Sharia*, which is based on the Koran and the Sunna, chronicled sayings and examples of the prophet Mohammed.

Development of Education in the Kingdom

The educational system in Saudi Arabia is deeply rooted in Islamic faith and tradition. "Islam dictates that learning is an obligation on every Muslim, man or woman. This obligation which gives education the status of a religious duty is the corner stone of education in the Kingdom of Saudi Arabia." (Educational Statistics, 5)

The first schools in the Arabian peninsula were organized during the early Islamic era. These schools, called *Kuttabs*, were located in or near mosques, and taught boys or girls to read. The modern system of education dates from 1924, when King Abdulaziz decreed the establishment of the Directorate of Education, even before he issued the Basic Instructions in 1925 that lay the foundations for the system of government and the new State.

A comprehensive national system of education did not appear, however, until the Kingdom of Saudi Arabia was founded in 1932. The Directorate of Education then covered all educational affairs in the Kingdom. The Directorate established the first post-elementary institution (1925) and the first secondary school from which graduates were admitted to a university (1935), issued the first elementary school curriculum (1934), and opened evening schools, Koranic schools, and vocational schools. As late as 1947, however, there were only 65 schools—elementary, intermediate, and secondary—in the entire Kingdom, enrolling only 10,000 male students.

A new era in education in the Kingdom of Saudi Arabia began with the organization of the Ministry of Education in 1953. The current ruling monarch—His Majesty King Fahd Bin Abdul Aziz—was the first Minister of Education. Aided by income from Saudi Arabia's vast oil resources, the Ministry guided the almost-explosive expansion of educational institutions and enrollments that continues to the present time.

While the Ministry of Education oversees the majority of educational institutions and students in Saudi Arabia, a number of other ministries, agencies, and institutions have assumed responsibility for specialized features of the educational landscape. The organization of the General Presidency of Girls Education in 1960 gave impetus to the rapid spread of elementary, intermediate, and secondary schools for girls, and to the development of a number

of Girls Colleges. In 1975, the Ministry of Higher Education was established to implement policy in the field of higher education.

A separate agency for technical/vocational education—the General Organization for Technical Education and Vocational Training—was founded in 1980. Other, more specialized educational programs are supervised by other ministries or agencies and institutions.

An Overview of the Educational System

The educational system of Saudia Arabia is divided into three levels: kindergarten-elementary; intermediate-secondary; and higher. Table 1.1 describes the structure of the system. Education at all levels is free, but not compulsory. There has been some discussion of requiring elementary school attendance, but the current five-year plan (1985-90) does not include such a provision.

Kindergartens include nursery school for students under 4 years of age, and two years of preschool education. Most kindergartens are coeducational. The elementary school programs are six years in length, beginning at age 6, and are separate for boys and girls.

The second level of education is divided into two stages—intermediate and secondary—each lasting three years. For the last two years of the general secondary school, students major in either science or arts. A new type of comprehensive school, started in 1985, is expected to replace general secondary schools gradually by 1995. Vocational and technical schools are provided at the second level. All intermediate and secondary schools are separate for boys and girls.

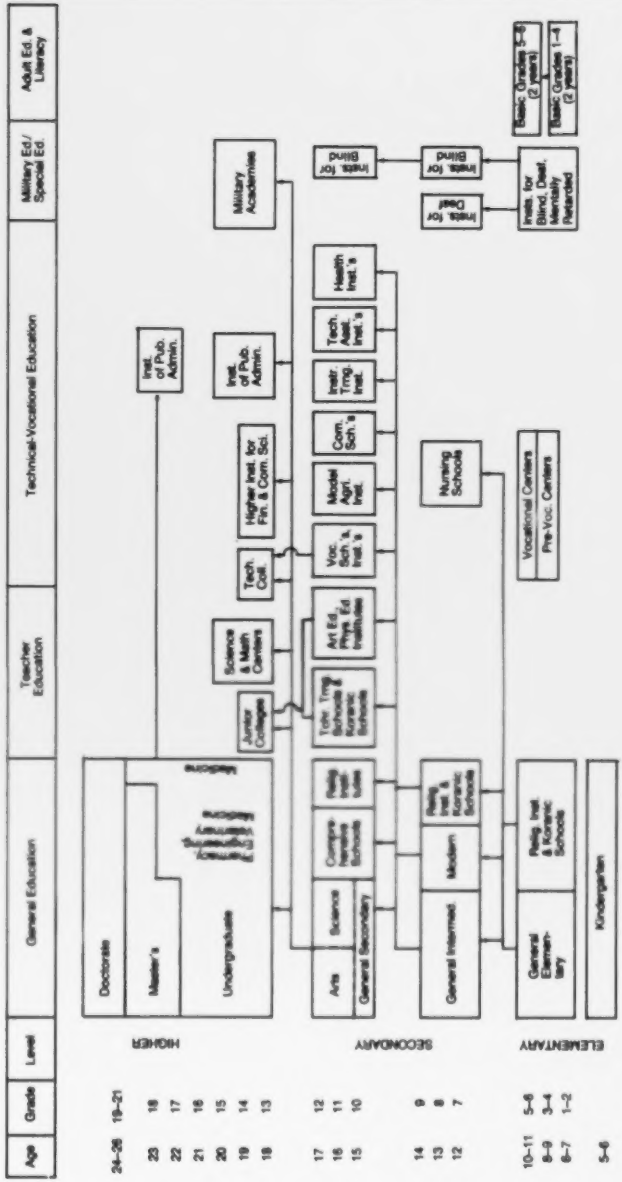
Higher education constitutes the third level of education in Saudi Arabia. At present there are seven universities. Six are supervised by the Ministry of Higher Education, while the Islamic University in Madinah reports directly to the Council of Ministers. Bachelor's, master's, and doctor's degrees are awarded, in addition to a higher diploma between the bachelor's and master's. Women can attend most of the universities in separate classes. In addition to the seven universities, there are presently 11 higher education institutions for women, called Girls Colleges, each specializing in either Education, Arts, Science, or Social Work. All offer bachelor's degrees, and some offer master's and doctorates, as well. Finally, postsecondary-level institutions are provided for teacher training, technical-vocational training, and military education.

In 1983-84, more than 1.97 million students (approximately 23% of the population) were enrolled in educational programs.

Special Characteristics of Education in Saudi Arabia

An understanding of education in Saudi Arabia depends heavily on an awareness of its special characteristics. While some of these are present in other educational systems, the combination in Saudi Arabia is unique.

Table 1.1. Saudi Arabian Educational System



EMPHASIS ON RELIGION. The importance of religious studies in the schools may best be illustrated by the number of periods per week devoted to the study of the Koran, Islamic tradition, jurisprudence, and theology: nine periods per week at the elementary level, eight at the intermediate, and, in the general secondary school, four during the first two years and three during the final year. Every postsecondary and university program includes a religious studies requirement. Memorization of the Koran and an understanding of both the theory of Islam and its applications to everyday life are stressed.

SEPARATION OF THE SEXES. A strict separation of the sexes is maintained throughout the educational system, with the exception of kindergarten, some private elementary schools in the first and second grades, and some medical school classes. This involves separate buildings and staff and, in some cases, separate institutions. At the university level, men teach the women students by closed circuit television in those courses for which women teachers are not available. In the schools, the curriculums are the same for both sexes, with minor exceptions related to physical education and home economics.

RAPID GROWTH. As late as 1947, there were only 65 elementary, intermediate, and secondary schools in the Kingdom—and no universities. By 1983-84 (37 years later), the numbers were as follows: elementary schools, 7,259; intermediate schools, 2,126; secondary schools, 976; technical-vocational (postsecondary), 4; teacher training (postsecondary), 29; girls colleges, 11; military academies, 5; and universities, 7. Construction has proceeded at a staggering pace, with new elementary, intermediate, and secondary schools opening at an average rate of more than 400 per year during the 20-year period from 1962-63 to 1983-84. Staffing, depending heavily on non-Saudi teachers, has kept pace with construction, and student-teacher ratios have actually declined.

During the Kingdom's first three five-year plans (1970-85), school enrollments increased by 192% at the elementary level, 375% at the intermediate level, and 712% at the secondary level; the student population increased from about 597,000 to more than 2 million; the number of male university graduates increased from 808 to 6,098, and female graduates increased from 27 to 3,284.

Maintaining this extremely rapid growth has placed severe strains on the educational system. Fortunately, the resources have been available to accomplish this growth and at the same time to improve the physical environment, upgrade teacher qualifications, and initiate new educational programs.

SELECTIVITY. The educational system in Saudi Arabia is highly selective and a number of factors contribute to this selectivity. From elementary through secondary school, written examinations—national in scope at the intermediate and secondary levels—are required in every subject every year (except in the comprehensive secondary schools). Students who fail one or more examinations are required to repeat the entire grade. As a result, repeaters represent about 14% of the students, on average, at each grade level. Many others simply drop out. General education enrollment figures for 1983-84 show 71% of the students at the elementary level, 20% at the intermediate, and 9% at the secondary level. The dropout rate is an issue of national concern, and is

attributed in large part to generalized grade repetition. Almost one-fourth of the students who took the Secondary Education Certificate Examination in 1982-83 failed. Only about 17% of the 19-year-old Saudi males and 11% of Saudi females applied for college admission in 1984-85.

These data underline the degree of selectivity occurring throughout the educational system. Since education at all levels is free, and poverty is almost nonexistent, the major factors in the selectivity of the system would appear to be academic ability and motivation.

GENEROUS FINANCIAL SUPPORT. With the resources of a nation possessing one-quarter of the world's oil reserves, and with a strong commitment to improving and expanding education, the Kingdom of Saudi Arabia provides generous support to educational institutions and to their staff, faculty, and students. Total public expenditures on education have risen steadily from $1.3 billion in 1974-75 (8.2% of all government expenditures) to $7.5 billion in 1983-84 (10.5% of total expenditures)—an almost sixfold increase in 10 years. On a per-student basis, expenditures increased from $1,329 in 1974-75 to $3,803 in 1983-84.

Education for all students is free at all levels. In addition, at the secondary level, stipends are provided to students studying at a distance from their homes and, beyond the secondary level, all students receive stipends as well as free housing, if needed, and heavily subsidized meals and transportation. Students in technical and vocational programs receive stipends, regardless of level. Female students attending schools and colleges under the General Presidency of Girls Education receive free transportation.

USE OF NON-SAUDI TEACHERS. In 1983-84, the percentages of non-Saudi teachers, by level, were as follows: non-Saudi elementary school teachers, 35%; intermediate, 63%; secondary, 73%; technical-vocational, 61%; teacher training, 76%; and university, 58%. Only at the elementary level were Saudi Arabian teachers in the majority. While the proportion of non-Saudi teachers has been declining, the government is greatly concerned about the continuing large numbers of non-Saudi teachers. The Fourth Development Plan (1985-90) places heavy emphasis on the recruitment of Saudis to the teaching profession.

Most non-Saudi teachers are from neighboring Arab countries. At the elementary level, for example, the largest number are Jordanian, followed by Egyptian, Syrian, and Palestinian. At the secondary level, by far the largest number of non-Saudi teachers are Egyptian (representing 51% of the total fulltime teachers).

CENTRALIZATION. Two agencies—the Ministry of Education and the General Presidency of Girls Education—direct almost all of the general elementary, intermediate, and secondary schools in Saudi Arabia, accounting for 93% of the students enrolled at these levels. The curriculum, textbooks, teacher qualifications and assignments, and general supervision in these schools are the same for both agencies, and also apply to private schools and those directed by other government agencies. All curriculum changes result from the actions of two national committees—the Committee of Educational Policies and the

Supreme Committee of Educational Policies. Universities operate semi-autonomously under the Ministry of Higher Education (except for the Islamic University, which reports directly to the Council of Ministers).

SHIFT TO THE SEMESTER, CREDIT-HOUR SYSTEM. Adoption of the semester system, with each school year divided into two semesters, was completed in 1975 for all educational institutions in Saudi Arabia. Five of the seven universities have also adopted the credit-hour system, and the new comprehensive secondary schools (expected to become universal by 1995) also use the credit-hour system.

ADAPTATION TO RAPID CHANGE. At every level of education, the last 20 years have been marked not only by explosive growth, but also by a series of changes in the organization and level of educational programs. For example, kindergarten programs have been added, and the content and organization of secondary education are changing currently. The preparation of elementary school teachers has progressed from the intermediate level to the secondary level, and now to the postsecondary (junior college) level. Technical education has experienced a similar progression.

II. Elementary Education

Kindergarten

Kindergarten in Saudi Arabia is offered on three levels: infant (under 4 years of age), nursery (4-5), and preliminary (5-6). Kindergarten attendance is far from universal; enrollment at the preliminary level represented only 8% of the enrollment in the first year of elementary school in 1983-84.

In 1983-84, there were 47,197 children enrolled in 377 kindergartens in Saudi Arabia (124 public and 253 private). Of the public kindergartens, 123 were coeducational; of the private institutions, 240 were coeducational. Of the private kindergartens, 13 were under the supervision of the Ministry of Education, 99 under the General Presidency of Girls Education, and 141 under the Ministry of Labor and Social Affairs. In 1983-84, 18% of the kindergarten teachers held baccalaureate degrees, 24% had completed teacher training programs (intermediate, secondary, or undergraduate), and 52% were qualified as "other."

General Elementary

Children may enter the six-year elementary school at the age of 6. In 1984-85, however, the median age for Saudi boys entering the first grade was about 6.9 years, and for Saudi girls about 7.6 years. An estimated 70% of Saudi boys and 65% of Saudi girls entered grade 1.

At no level has enrollment growth been greater than in the elementary schools. In the 10-year period between 1974 and 1984, the number of elementary schools increased from 3,028 to 7,259 (140%), while the number of students increased from 634,498 to 1,166,604 (84%).

Each school year is nine months in length, consisting of 28 five-day weeks plus four weeks for examinations (two per semester), with a promotion exam conducted by the school at the end of each year. In 1981, the national elementary school completion examination was discontinued, and each school now prepares and corrects the examination questions and issues the certificates, signed by the headmaster.

"Social promotions" do not exist. Students must pass all tests for promotion. Annual examinations were given in each subject at the end of the year until 1983-84. Subject exams are now given at the end of each semester, and are weighted equally in determining course grades.

The grading system in the elementary school, expressed in percentages, is as follows:

85%-100%	=	Excellent	50%-64%	=	Fair
75%-84%	=	Very Good	below 50%	=	Fail
65%-74%	=	Good			

If a student fails in one or more subjects at the end of the year, a retest of the subject(s) failed is permitted at the end of the summer. If any subject is failed on retest, the entire year must be repeated. By grade level in 1983-84, the following percentages of students were repeaters: grade 1, 16% repeaters; grade 2, 14%; grade 3, 14%; grade 4, 17%; grade 5, 15%; and grade 6, 7%.

In 1982-83, 111,443 students took the elementary school completion exams, and 91% passed (89% of the male students and 94% of the female students). Results of the examinations for the elementary school certificate *(Shahadat Al-Madaaris Al-'ibtidaa'iyyah)* have been reasonably consistent in recent years, ranging from the upper 80's to lower 90's in percentage of students passing.

In 1983-84, the qualifications of the 73,057 fulltime elementary school teachers (only 1% were part-time) were as follows: teacher training programs—intermediate level (5%), secondary (48%), and undergraduate (less than bachelor's) (29%); bachelor's, 7%; master's, less than 1%; higher diplomas, less than 1%; and other, 9%.

There were 7,259 elementary schools in 1983-84. Of this number, 60% (4,323) were boys' schools under the Ministry of Education, and 38% (2,754) were girls' schools under the General Presidency of Girls Education. The Ministry of Defense also operated 15 schools for boys and 16 for girls. Some boys' schools were under the Ministry of Social Affairs (5), the Islamic University (2), and Imam Mohammed bin Saud Islamic University (4). There were also 140 private elementary schools (74 for boys and 66 for girls). Some of the private schools have coeducational classes in grades 1 and 2, and the Ministry of Education is studying the possibility of coeducation at the same grade levels in the public schools to compensate for the shortage of men teachers and the surplus of women teachers.

The elementary school curriculum consists of Arabic, art education, geography, history, home economics (girls), mathematics, physical education (boys), religious studies, and science and health education. There are 28 to 30 class periods each week, and each period is 45 minutes in length.

The student-teacher ratio has been declining steadily as more teachers enter the system, and stood at 16:1 in 1983-84. Thirty-five percent of the elementary school teachers were non-Saudi.

Elementary Special Education

At the elementary level, three types of special education institutions are provided: Al-Nour Institutes for the Blind, Al-Amal Institutes for the Deaf, and Institutes for the Mentally Retarded. The type and number of institutions and their elementary level enrollments in 1983-84 were as follows: nine schools for the blind, enrolling 199; 10 schools for the deaf, enrolling 777; and seven for the mentally retarded, enrolling 429. The general education curriculum is followed in each of these special education schools, along with some vocational, cultural, and rehabilitation programs.

Adult Education and Literacy

In 1972, a Royal Decree was issued to coordinate efforts in adult education, setting a goal of eliminating illiteracy in 20 years. An accelerated program of adult education, launched in 1982, condensed the four years of an earlier program into two years and provided the basic skills of reading, writing, and arithmetic. Successful students receive a literacy certificate *(Shahadat Itmaam Marhalat Al-Mukaafaha)*, and are considered equivalent to those who complete grade 4 of elementary school. There is a follow-up stage of two years, which puts the student on a par with students in grade 6 of elementary school. Those who successfully complete the follow-up stage receive a Certificate of Completion of Elementary Studies for Adults *(Shahadat Itmaam Ad-Diraasat Al-'ibtidaa'iyyah lil Kabaar)*.

In 1983-84, 138,378 adults enrolled in 3,014 schools in Saudi Arabia. Ninety percent of the students were enrolled in schools under the supervision of the Ministry of Education and the General Presidency of Girls Education. The remainder of the programs were operated by the Ministries of Defense and Interior, the National Guard, and private schools under the general supervision of the Ministries of Education and Social Affairs. Fifty-seven percent of the learners were male.

Enrollment in adult education and literacy programs increased from 99,673 in 1974-75 to 142,370 in 1979-80—a 43% increase in five years. Since then, enrollment has declined slightly to 138,378 in 1983-84. The decline has been in male students (down 24% since 1979-80), while the number of female students has continued to increase. The Fourth Development Plan (1985-90) anticipates expansion of the anti-illiteracy and adult education programs, with the goal of significantly reducing the degree of illiteracy among adults. In 1985-86, it was estimated that 28% of the men and 42% of the women over 15 years of age were illiterate.

Adult education schools are conducted in the evening for males and in the afternoon for females. Most of the adult education and literacy schools use public school buildings, teachers, and administrators for their programs.

III. Secondary Education

Secondary education is divided into two three-year cycles: intermediate and secondary.

Intermediate

Of the 2,098 intermediate schools in Saudi Arabia in 1983-84, 1,219 (58%) were boys' schools under the Ministry of Education, and 679 (32%) were girls' schools under the General Presidency of Girls Education. The remaining 10% were divided among private education (76), religious institutes (56), the Islamic University (3), and the Ministries of Defense (59), Social Affairs (5), and Interior (7).

Entry into the intermediate schools is restricted to students holding an elementary school certificate *(Shahadat Al-Madaaris Al-'ibtidaa'iyyah)*. In 1983-84, there were 112,128 new entrants in the first grade of the intermediate schools in Saudi Arabia, compared with 115,866 students in the sixth grade of the elementary school the year before. The attrition between these two levels is about 3%.

The school year is 30 weeks in length, plus four weeks for examinations (two weeks each semester). Each of the five-day weeks consists of 33 periods, which are 45 minutes in length. Graduates receive the intermediate education certificate *(Shahadat Al-Kafa'at Al-Mutawassita)*.

Repeating grades in intermediate school is common, with the percentages of repeaters by grade in 1983-84 as follows: grade 1, 15% repeaters; grade 2, 14%; and grade 3, 21%.

Intermediate school teachers in 1983-84 possessed the following qualifications: teacher training programs—intermediate level (3%), secondary (2%), undergraduate (less than bachelor's) (12%); bachelor's, 80%; higher diploma, 3%; master's, less than 1%; and other, less than 1%. The student-teacher ratio in intermediate schools in 1983-84 was 13:1. Sixty-two percent of the teachers were non-Saudi.

General Intermediate

The general intermediate school curriculum is comprised of Arabic, art education, English (a compulsory subject throughout intermediate and secondary education), geography, history, home economics (girls), mathematics, physical education (boys), religious studies, and science and health education. The subjects and the number of periods per week assigned to each are listed in Table 3.1.

On the examinations at the end of the third grade of the general intermediate schools in 1982-83, 70% of the students passed. This may be compared with a passing rate of 63% for the modern intermediate schools (123 of 194 students)

Table 3.1. General Intermediate School: Subjects and Periods Per Week

Subjects	Periods/Week in Grades:	1	2	3
Arabic Language		6	6	6
Art Education (Drawing & Handwork)		2	2	2
English Language		4	4	4
Geography		2	2	2
History		2	2	2
Home Economics (for Girls)		1	1	1
Mathematics		4	4	4
Physical Eduction (for Boys)		1	1	1
Religious Subjects		8	8	8
Science & Health Education		4	4	4
	Total	33	33	33

Source: *ISCED (International Standard Classification of Education) Handbook: Kingdom of Saudi Arabia*, UNESCO Division of Statistics, Office of Statistics, 1985, p. 64.

and 84% for the intermediate religious institutes (3,159 of 3,756 students). The percentage passing the intermediate examination varied from a high of 79% for those schools under the General Presidency of Girls Education to a low of 44% in the schools under the Ministry of Defense. In the schools under the Ministry of Education—the largest segment—66% passed the examination. As was the case with the elementary school certificate exams, a higher percentage of girls (79%) than boys (64%) passed. Results have varied in recent years, but the percent of students passing the examinations and receiving the intermediate education certificate *(Shahadat Al-Kafa'at Al-Mutawassita)* has generally been in the 60's and 70's since 1976.

Modern Intermediate

The modern intermediate schools are selective and for boys only. They represent a small fraction of schools at the intermediate level, with only three schools and an enrollment of 728 students in 1985-86. The modern intermediate schools have a special curriculum to introduce "vocational culture" and "practical applications." Graduates are given priority in admission to secondary vocational schools, but may also enter the general or comprehensive secondary schools.

Intermediate Religious Institutes

Also at the intermediate level are the religious institutes under the supervision of the Imam Mohammed bin Saud Islamic University (Riyadh) and the Islamic

University (Madinah). Students in these schools may transfer to the same level in general education since they achieve the general education objectives in addition to the emphasis on religious education. In 1983-84, there were 56 religious institutes enrolling 14,183 students.

Intermediate Special Education

At the intermediate level there are Al-Nour Institutes for the Blind and Al-Amal Institutes for the Deaf. The numbers of schools and their enrollments in 1983-84 were as follows: seven Al-Nour schools for males with 54 enrolled, and two for females with 14 enrolled; two Al-Amal schools for males with 175 enrolled, four for females with 71 enrolled.

The general intermediate curriculum is followed, along with some vocational instruction.

Secondary

An intermediate education certificate *(Shahadat Al-Kafa'at Al-Mutawassita)* with a grade of 65% or more is required for entry to secondary school. In 1982-83, there were 73,924 students enrolled in the third year of intermediate school, compared to 54,393 students in the first year of secondary school the following year—an attrition rate of 26% between these two levels.

The secondary schools in Saudi Arabia are three years in length, comprising grades 10 through 12, which are identified in the schools as grades 1, 2, and 3. Almost all secondary schools are under the Ministry of Education (boys) or the General Presidency of Girls Education. A uniform curriculum is used in the secondary schools, including the private schools and those operated by other agencies.

Growth in secondary education has been dramatic. From 182 schools in 1974-75, the number grew to 803 in 1983-84—more than a fourfold increase in 10 years. During the same period, the number of secondary school students also increased almost fourfold—from 41,539 to 146,981.

General Secondary

The general secondary schools are the predominant type of secondary school. Following a single curriculum in the first year, students then choose between an emphasis on science or arts for the last two years. The subjects, the number of periods per week assigned to each, and the maximum marks in the terminal examinations are listed in Table 3.2. The academic year consists of 40 weeks of five days each. Students spend six hours each day in school, and each period is of 45 minutes' duration.

Table 3.2. General Secondary School: Subjects, Periods Per Week, and Maximum Marks

	Arts			Science		Max. Marks in Terminal Exam	
Subjects Grades:	1	2	3	1	2	Arts	Science
Arabic Language	9	11	11	4	3	500	200
Biology	2	–	–	3	3	–	100
Chemistry	2	–	–	4	4	–	100
Conduct & Attendance	–	–	–	–	–	30	30
English Language	4	4	4	4	4	100	100
Geography	2	3	3	–	–	100	–
Geology (Boys)	–	–	–	1	1	–	100
History	2	3	3	–	–	100	–
Home Econ. (Girls)	1	1	1	1	1	100	100
Mathematics	5	—	—	7	7	–	300
Phys. Educ. (Boys)	1	1	1	1	1	100	100
Physics	2	–	–	4	4	–	100
Psychology	–	2	–	–	–	–	–
Religious Subjects	4	4	3	4	3	300	300
Sociology	–	–	2	–	–	100	–
Totals	33	28	27	32	30	1330 (M&F)	1430 (M) 1330 (F)

Source: *ISCED Handbook: Kingdom of Saudi Arabia*, UNESCO Division of Statistics, Office of Statistics, 1985, p. 65.
Note: M = Male, F = Female.

A majority of students enroll in the arts program. In 1983-84, enrollments in the arts and the science programs were as follows: Year 2—24,040 (arts) and 18,039 (science); Year 3—24,475 (arts) and 17,748 (science) for a total of 48,515 enrolled in the arts program and 35,787 in the science program.

The qualifications of fulltime secondary school teachers in 1983-84, representing 77% of the total teaching staff, were as follows: teacher training programs—intermediate (less than 1% of the teachers), secondary (1%), undergraduate (less than bachelor's) (2%); bachelor's, 90%; higher diploma, 4%; master's, 3%; and other, 1%. The vast majority of fulltime teachers hold baccalaureate degrees. In 1983-84, 73% of the fulltime secondary school teachers were non-Saudi.

The final Secondary Education Certificate score is determined by a combination of classroom performance and final examination scores in the third year of secondary school (grade 12). Classroom work represents 30% (15% each semester) and examination scores represent 70% (35% each semester). Examinations are given in each subject at the end of each semester. The examination score is determined by dividing the total of the marks earned in each subject examination at the end of each semester of the third year by the total of the maximum marks in each subject examination. To achieve a Secondary Education Certificate *(Shahadat Al-Marhalat Al-Thanawiyyat)*, a student

must earn at least 50% of the maximum score in each subject examination. (See sample documents in Appendix A.) Students who fail one or more may repeat the failed examinations at the end of the summer. If one or more subjects are failed at that time, the student must repeat the entire year. Of the total secondary school enrollment in 1983-84, 11% of the students were repeating their grade. One of the consequences of the policy is the sharp difference in enrollment between the first year (62,679) and the third year (42,223) of secondary schools (in 1983-84).

Final certificate scores are converted to descriptive grades as follows:

85-100	=	Excellent	50-64	=	Pass
75-84	=	Very Good	0-49	=	Fail
65-74	=	Good			

Results of the Secondary Education Certificate Examination for 1982-83 showed 67% of the private school examinees passing, compared with 87% in the General Presidency of Girls Education schools, 74% in Ministry of Education schools, and 66% in schools operated by military units. By curriculum, 74% of the students in science passed the examination, compared to 79% in the arts, for an overall pass rate of 77%.

Public secondary schools include not only those under the Ministry of Education and the General Presidency of Girls Education (enrolling 88% of all secondary school students in 1983-84), but also a small number of religious institutes (53), Ministry of Defense schools (23), one special school under the direction of the Islamic University, and schools operated by the National Guard (4).

Private Secondary

There were 53 private secondary schools in Saudi Arabia in 1983-84 enrolling 4,746 students (1,723 girls and 3,023 boys). Less than 2% of the teachers were Saudi Arabian. The curriculum, examinations, and certificates are the same as for the public schools, although some private schools may offer additional work in certain subjects (such as English) or may offer extra-class activities.

Secondary Religious Institutes

The 53 secondary-level religious institutes (*Al-Ma'had Al-'ilmi*) in 1983-84 enrolled a total of 8,107 students (all male). These schools are operated by the Imam Mohammed bin Saud Islamic University (Riyadh) and the Islamic University (Madinah). The emphasis is on Islamic and Arabic studies, although the institutes have recently added English to their curriculum. The results of the Religious Institute Secondary Education Certificate (*Shahadat Al-Thanawiyyat Al-'aama lil Ma'aahid Al-Ilmiyah*) examination show a 93% passing rate in 1982-83. The curriculum for the religious institutes is indicated in Table 3.3. Grad-

Table 3.3. Secondary Religious Institute: Subjects and Hours Per Week

Subject	Hours/Week for Each of Three Years
Arabic Language & Literature	9
English	3
General Culture	1
Geography	2
History	2
Religious Subjects	13
Total	30

SOURCE: King Saud University, 1986.

uates are typically admitted to university-level study in Saudi Arabia in the humanities and social studies only. Of the 1,032 teachers in the religious institutes in 1983-84, 47% were non-Saudi.

Comprehensive Secondary

In 1975-76, the first comprehensive secondary school was started in Riyadh. Based on the U.S. comprehensive school, the semester, credit-hour system is used. Each semester has 17 weeks, including a two-week period for registration and tests. The syllabus contains required and elective subjects as well as additional activities.

The comprehensive secondary schools require 120 semester credit hours for graduation, including 20 credit hours of general requirements, 70-80 of divisional requirements (100 in the General Studies Division), 20-30 of elective subjects, and 30 non-credit "activity" hours. The curriculum, presented in Table 3.4, includes the following six divisions: commercial, general studies; languages (with six different sections); religious studies, sciences (with three different sections); and social sciences. Students may specialize in one field.

In 1983-84 there were only four comprehensive secondary schools enrolling 4,110 students (all males). Research at King Saud University and King Fahd University of Petroleum and Minerals indicated that graduates enrolling in those universities performed as well or better than those from the general secondary schools. There were 1,155 graduates in 1982-83 who received the Comprehensive Secondary School Certificate *(Shahadat Al-Thanawiyyat Al-'aama Ash-Shaamila)*.

New Comprehensive Secondary

Following several years of experimentation and development, a new type of secondary school program was officially started in 1985. According to the Ministry of Education, all secondary schools will be of the new comprehensive type *(mutawwar)* within 10 years. Existing secondary schools, including the comprehensive schools described above, will be phased out during this period of time.

Table 3.4. Comprehensive Secondary School: Subjects and Hours Over a Three-Year Period

Subject	Hours
GENERAL REQUIREMENTS	
Arabic Lang. & Lit.	8
Religious Subjects	12
Total	20
COMMERCIAL DIVISION	
Arabic Typing	15
Bookkeeping	24
Bus. & Secretarial	12
Economics	9
Typ. in Foreign Lang.	15
Gen. Requirements	20
Electives	25
Activities	30
Total	150
GENERAL STUDIES DIVISION	
Gen. Studies	100
Gen. Requirements	20
Activities	30
Total	150
RELIGIOUS STUDIES DIVISION	
Religious Sciences	73
Gen. Requirements	20
Electives	27
Activities	30
Total	150
SCIENCES DIVISION	
Chemistry/Biology Section	
Biology	22
Chemistry	24
Geology	5
Mathematics	15
Physics	9
Gen. Requirements	20
Electives	25
Activities	30
Total	150

Subject	Hours
LANGUAGES DIVISION	
Arabic/Foreign Language Section	
Arabic	54
Foreign Language	20
Gen. Requirements	20
Electives	26
Activities	30
Total	150
Arabic/Religion Section	
Arabic	54
Religion	20
Gen. Requirements	20
Electives	26
Activities	30
Total	150
Arabic/Sociology Section	
Arabic	54
Social Studies	20
Gen. Requirements	20
Electives	26
Total	150
English/Religion Section	
English	50
Religious Subjects	20
Gen. Requirements	20
Electives	30
Activities	30
Total	150
English/Second Foreign Lang. Section	
English	60
Second Foreign Lang.	20
Gen. Requirements	20
Electives	20
Activities	30
Total	150

Math/Physics Section	
Biology	3
Chemistry	10
Mathematics	37
Physics	35
Gen. Requirements	20
Electives	25
Activities	30
Total	160

Physics/Chemistry Section	
Biology	3
Chemistry	24
Mathematics	18
Physics	25
Gen. Requirements	20
Electives	25
Activities	30
Total	145

English/Sociology Section	
English	50
Social Subjects	20
Gen. Requirements	20
Electives	30
Activities	30
Total	150

SOCIAL SCIENCES DIVISION	
Geography	21
Geology	5
History	21
Psychology	8
Sociology	15
Gen. Requirements	20
Electives	30
Activities	30
Total	150

SOURCE: Kingdom of Saudi Arabia, Ministry of Education, *Comprehensive Secondary School Curriculum*, 1985.

The new schools represent a significant departure from the traditional general secondary schools as they attempt to incorporate new knowledge and maintain pace with the rapidly changing world. Several new courses are being added, including advanced chemistry, biology and physics, business, computer science, electronics, and social studies, as well as more courses in Islamic studies and Arabic language.

The programs are rigorous. During the experimental phase, marks have been much lower than in the traditional schools, and the failure rate higher. An intermediate education certificate is required for admission. The requirement for graduation is 168 semester credit hours, with no credit for activities. Each of the three years in the program is divided into two 17-week semesters, including one week for registration and one for examinations. The maximum mark for each course is 100, distributed as follows: 25 for class work; 25 for the midterm exam; and 50 for the final exam. Students must pass all the general program courses and all courses in the field of specialization with a minimum grade of 60, or "Pass" *(maqbool)*, and must have a minimum final average of "Pass."

To obtain the New Comprehensive Secondary School Certificate *(Shahadat Al-Thanawiyyat Al-'aama Al-Mutawwarah)*, a student must complete 67 hours of study in a general program, 78 hours in the student's field of specialization, and 23 hours of electives. The fields of specialization are as follows: administrative and humanitarian sciences, Islamic and literary sciences, and physical

sciences. The latter has two subspecialities: physics and mathematics, and chemistry and biology. The courses and hours required in each are listed in Table 3.5.

In addition to the courses prescribed in the General Program and the Divisions, students may choose any subject from specialized courses outside or within the student's own division, or from courses in the elective program. Descriptions of the mathematics courses may be found in Appendix B.

Table 3.5. New Comprehensive Secondary School: Courses and Hours

Course Symbol	Course Title	Hours
GENERAL PROGRAM		
Biology 1	Biology	3
Civics 1	National Education	2
Chemistry 1	Atomic Structure & Chemical Linkage	3
Composition 1,2	Composition	4
Computers 1	Introduction to Computers	3
Computers 2	Introduction to Programming	3
English 1,2,3	English Language	8
Fiqh 1,2	Islamic Jurispurdence	4
Geography 1	Physical Geography & Maps	2
Grammar 1,2,3	Arabic Grammar	6
Hadith 1,2	Hadith & Islamic Culture	4
History 1	History of the Kingdom of Saudi Arabia	3
Literature 1,2	Arabic Literature	4
Math 1	Mathematics	5
Physics 1	General Physics	3
Reading 1,2,3	The Koran	6
Towheed 1,2	Islamic Idea of Oneness of *Allah*	4
		67
ADMINISTRATIVE AND HUMANITARIAN SCIENCES DIVISION		
Accounting 1,2	Introduction to Accounting	6
Admin. 1	Principles of Administration	3
Admin. 2	Public Admin. in the Kingdom	3
Admin. 3	Personnel Administration	3
Admin. 4	Office Administration	4
Admin. 5	Local Administrative Systems	3
Admin. 6	Means of Communications	3
Admin. 7	Regional & Internatl. Organizations	3
Computers 3	Programming Computers & Introduction to Information Systems	3
Econ. 1,2	Principles of Economics	6
Fiqh 5,6	Origins of Islamic Jurisprudence	4
Fiqh 7	The Policy of the *Sharia* Law	4
Geog. 2	Human Geography	3
Geog. 3	Economic Geography	2
History 3	Modern History of the Arabs	3

History 5	Modern History	4
Math 6,7,11,12	Mathematics	12
Psych. 1	Psychology	3
Socio. 1	Introduction to Sociology	2
Socio. 2	Contemporary Sociology	2
Socio. 3	Social Services	2
Stat. 1	Functional Statistics	3
Stat. 2	Stat. Probabilities & Applications	3
		84

ISLAMIC AND LITERARY SCIENCES DIVISION

Composition 3	Composition	2
Crit. 1,2,3	Criticism & Eloquence	6
Fiqh 3,4	Islamic Jurisprudence	4
Fiqh 5,6	Origins of Islamic Jurisprudence	4
Fiqh 7	The Policy of the *Sharia* Law	4
Geog. 2	Human Geography	3
Geog. 3	Economic Geography	3
Geog. 4	Studies of the Islamic World	2
Grammar 4,5,6	Grammar of the Arabic Language	8
Hadith 3,4,5	Hadith & Islamic Culture	6
History 2	Ancient History of Arabian Peninsula	2
History 3	Modern History of the Arabs	3
History 4	History of Islamic Civilization	3
Lit. 3,4,5	Arabic Literature	6
Reading 1,2	Reading	4
Reading 4	Intro. to Bases of Koranic Sciences & Koranic Interpretation	2
Reading 5,6	Koranic Interpretation & Recitation	4
Socio. 1	Introduction to Sociology	2
Stat. 1	Functional Statistics	3
Stat. 2	Stat. Probabilities & Applications	3
Towheed 3,4	Islamic Idea of Oneness of *Allah*	4
		78

PHYSICAL SCIENCES DIVISION (Physics and Mathematics)

Biol. 2	Biology	4
Chem. 3	Analytical Chemistry	3
Chem. 4	Organic Chemistry	3
Chem. 5	Physical Chemistry	3
Draw. 1,2	Engineering Drawing	4
Geol. 1,2	Earth Science	4
Math 2,3,4,5, 8,9,10	Mathematics	30
Physics 2	Heat	3
Physics 3	Sound & Light	3
Physics 4	Mechanics	3
Physics 6	Elements of Electricity	3
Physics 7	Elements of Electronics	3
Physics 8	Electrical Connections	3
Physics 9	Technology of Electricity	3

continued

Physics 10	Basics of Heat & Liquids	3
Physics 11	Basics of Industrialization	3
Physics 12	Mechanics (Engineering)	3
		75
PHYSICAL SCIENCES DIVISION (Chemistry and Biology)		
Biol. 2,3,4	Biology	12
Biol. 5	Microbiology	3
Biol. 6	Economy of Plants	3
Biol. 7	Animal Production	3
Chem. 3	Analytical Chemistry	3
Chem. 4	Organic Chemistry	3
Chem. 5	Physical Chemistry	3
Chem. 7,8,9	Applied Chemistry	9
Math 2,3,4,5,8,9	Mathematics	27
Physics 2	Heat	3
Physics 3	Sound & Light	3
Physics 5	Mechanics & Electricity	3
		75
ELECTIVE PROGRAM		
Art 1,2	Art Education	4
Chem. 2,6	Chemistry	6
English 4,5,8	English Language	9
English 6,7,9	English Language	8
Environ. 1	Intro. to Environmental Sciences	3
Phys. Ed. 1,2	Physical Education	4
Physics 8	Electrical Connections	3
Physics 13	Mechanical Apparatus	3
Physics 14	Heat & Energy Transference	3
Writing 1	Typewriter & Calculator	4
		50

SOURCE: Kingdom of Saudi Arabia, Ministry of Education, *Manual of the New Comprehensive School*, 1985.

Secondary Special Education

The Al-Nour Institutes for the Blind (boys and girls) follow the same curriculum as that of the general secondary school, except that only the arts emphasis (not science) is provided in the last two years. Health, social, and psychological care are also provided. Most of the institutes have boarding facilities for students whose parents live outside the city where the institute is located. In 1985-86, there were 10 Al-Nour Institutes (elementary, intermediate, and secondary levels are provided in each institute) enrolling 58 secondary school students. Eight of the Institutes were for boys, and two for girls. Graduates receive the Al-Nour Institute for the Blind Secondary School Certificate *(Shahadat Al-Thanawiyyat Al-'aama lil Makafoofeen)*.

The Al-Amal Institutes for the Deaf provide only elementary and vocational intermediate instruction, while the Institutes for the Mentally Retarded consist

of elementary level programs, some vocational programs, and cultural and rehabilitation programs.

ARAMCO Training Programs

In 1933, King Abdulaziz granted an unused oil concession to the Standard Oil Company of California which led, in 1944, to the founding of the Arabian American Oil Company (ARAMCO). The extensive secondary-level training programs which ARAMCO has developed for its employees are not a part of the educational system of Saudi Arabia, but are of interest because a number of the students are sent to the United States for further study. In 1983, approximately one-third of ARAMCO's 56,000 employees participated in academic or job-skills training provided by 1,830 fulltime teachers, and the company provided full financial support for 1,380 Saudi employees enrolled in colleges and universities—most of them abroad.

Of particular interest to college and university admissions officers in the United States are two ARAMCO academic training programs—the Industrial Training Center (ITC) program, and the College Preparatory Program (CPP).

There are 13 Industrial Training Center (ITC) sites and 12 satellite locations throughout Saudi Arabia that offer courses in mathematics, science, and general education. Graduates of Saudi secondary schools with averages of less than 80% and non-graduates recommended by their ARAMCO department head or the ARAMCO Saudi Career Development Department may be admitted. Both graduates and non-graduates complete the same ARAMCO program, but only those with ITC averages of 86% (B) or above and scores on the Test of English as a Foreign Language (TOEFL) of 500 or above qualify for sponsorship of their college studies.

ITC courses in accounting, Arabic and English typewriting, business mathematics, chemistry, drafting, geography, mathematics, and physics are equivalent to those offered in Saudi Arabian secondary school. Courses in English exceed the requirements in the Saudi schools. In addition to English, ITC students complete 20 secondary-level year-long courses—the equivalent of five each for four years, compared to the three-year program in Saudi secondary schools.

The entire Industrial Training Center program, interspersed with periods of work, may extend over a period of six or seven years. Courses are taught in levels. Table 3.6 lists the levels, hours, and general content of ITC courses.

The ARAMCO College Preparatory Program (CPP) is designed to prepare employees for college admission at the freshman level, both inside and outside the Kingdom, and to improve performance in college coursework. Students must either be graduates of the science section of Saudi secondary schools with averages of 80% or above ("fast track" students) or graduates of the ITC program who demonstrate college potential.

The program is divided into phases, each consisting of 30 teaching days. Emphasis is on learning course content in the English language, and on

Table 3.6. ARAMCO Industrial Training Center: Courses, Hours, and Content

Course	Content	Hours
MATHEMATICS		
M 2AB*	Basic Arithmetic	180
M 3AB	Basic Mathematics	180
M 4AB	Pre-Algebra	180
M 5AB	Algebra 1	180
M 6AB	Algebra 2	180
Calc. 7AB	Introductory Calculus	180
Geom. 7AB	Geometry	180
Trig. 7AB	Trigonometry†	180
SCIENCE		
Chem. 6AB	Chemistry	360
Physics 7AB	Physics	360
Science 4AB	Intro. to Basic Chemistry & Physics‡	360
Science 5AB	Basic Physics & Chemistry	360
TYPING, BUSINESS, AND GEOGRAPHY		
Acct. 6AB	Accounting	360
Acct. 7AB	Accounting§	360
Arabic Typ. 3&4B	Typing	360
Basic Business Skills 4AB	Corresp., Filing, Finan. Tasks, Photocopy., Proofread., Reception, Simple Word Processing, etc.	180
Bus. Math 5AB	Business Mathematics‖	180
Engl. Typ. 3&4AB	Typing	360
FCOI# 4AB	Intro. to ARAMCO Finance Organization	360
World Geog. 5AB	World Geography	180

SOURCE: ARAMCO Training Operations, "Academic Training Catalog," 1985.
*Math, level 2, semester 1 (A) and 2 (B).
†Circular and trigonometric functions, identities, vectors, complex numbers, matrices, infinite series, polar coordinates.
‡Topics taught in grades 8 and 9 in the United States.
§Handling complex adjustments, analysis of financial statements, interpretation of accounting reports.
‖Such topics as discounts, interest, payrolls.
#Finance Course of Instruction.

reinforcing and extending the course content beyond that learned in secondary school.

Four different programs are offered in the CPP, as follows:

1. An intensive program for recently-hired ARAMCO fast-track high school graduates, divided into six, 30-day phases, and including English language skills (970 hours); math and Scholastic Aptitude Test (SAT) preparation (144); science (120); typing (60); computer programming (30); study skills, TOEFL and SAT preparation (102); and orientation for study abroad (14) for a total of 1,440 hours.
2. A non-intensive program for ITC trainees who are potential college degree candidates. This program adds one hour each day during the final year of

ITC study and includes study skills (40 hours), TOEFL/SAT preparation (35), typing (60), computer programming (30), and orientation for study abroad (15) for a total of 180 hours.

3. Two 30-day review phases for students completing the CPP or ITC program with TOEFL scores of 460-499. Courses include English language skills (345 hours), math (60), science (60), and orientation for study abroad (15) for a total of 480 hours.
4. An enrichment program in math and science for college-bound trainees completing their CPP or ITC program with TOEFL scores of 500 or above but requiring advanced studies in these two subjects. Enrollment is part-time, for a maximum of three phases (90 days of instruction), and includes in-depth study in math, science, computer programming, study skills, writing, and research papers.

Courses in English are an integral part of both the ITC program and the CPP. The Basic English Program (BEP) consists of four levels (1-4) taken in the first (A) and second (B) semesters (BEP 1AB through BEP 4AB), and the Advanced English Program consists of three levels (English 5AB through 7AB). Each level consists of 360 hours of instruction over a period of two semesters. ITC students complete all seven levels as a part of their program (a total of 2,520 hours of instruction). College Placement Program students must complete the English level equivalent to the subject level in math, science, or other subjects they wish to study as a prerequisite to the subject level. For example, one of the prerequisites for MATH 2A is completion of BEP 2A or passing a placement examination in BEP 3A. The emphasis throughout is on basic language skills: reading, writing, listening, and speaking. The Basic English Program, as of 1985-86, replaced three separate programs: Regular English, Vocational English Language Training (VELT), and the Intercom program (an English language program based on a same name textbook series).

The grading scale for the ARAMCO ITC program and CPP is as follows:

A =	94-100	D =	70-77
B =	86-93	F =	0-69
C =	78-85		

Students sent abroad by ARAMCO come from the top 10% of those who entered the training programs. All have scored at least 500 on the TOEFL and earned an ITC or CPP average of 86% or higher. Each trainee must maintain a 2.5 (4.0 = A) average to remain in a U.S. college or university.

Applications for admission to U.S. colleges and universities are sent through the ARAMCO Services Company, Houston, Texas. Applications for ITC graduates will be accompanied by an ITC transcript. If the applicant completed secondary school, the type of certificate (science, art, vocational) and the cumulative average will be noted. If this is not indicated, it can be assumed that the applicant is not a secondary school graduate. Computer printouts of the courses completed in the College Preparatory Program will be supplied with the applications for CPP students. Samples of both the ITC transcript and the CPP printout may be found in Appendix A.

IV. Technical Education and Vocational Training

In 1980, the General Organization for Technical Education and Vocational Training (GOTEVT) was established to assume responsibility for all vocational training; for industrial, commercial, and agricultural technical education; and for research related to national manpower needs. Prior to 1980, vocational training was under the direction of the Ministry of Labor and Social Affairs, and technical education was under the Ministry of Education. The distinction between technical education and vocational training has been maintained within GOTEVT, with a Director General in charge of each branch. In general, technical education denotes training in more complex and higher level skills than does vocational training. GOTEVT programs are available for males only.

In technical education and vocational training, enrollments are well below capacity except in the secondary commercial schools. The Fourth Development Plan (1985-90) expressed concern over the relatively small enrollment in these programs in view of the goal of increasing the number of Saudis in the work force and reducing dependence on foreign workers. The Plan encouraged greater efforts to increase participation.

Vocational Training

Vocational training is offered in three types of institutions: pre-vocational centers, vocational centers, and an Institute for Instructor Training and Curriculum Development.

There are eight pre-vocational centers, providing 10-month training programs in the following trades: auto mechanics, bookkeeping, carpentry, electricity, machine shop, purchases and stores management, secretarial and office work, typing, and welding. Students must have completed the fourth grade of elementary school and must be 14-17 years of age for the industrial programs or, for the commercial programs, must be ages 14-30 and hold the elementary school certificate. Enrollment in the pre-vocational training centers in 1981-82 was 966. Plans are underway to phase out these centers in favor of the vocational training centers.

There are now 25 vocational training centers, accepting students 17-45 years of age who have completed at least the fifth grade of elementary school. Consideration is being given to increasing the requirement to elementary school completion.

Courses offered during the day are 12-18 months in length depending on the course, and provide fulltime training. Classes meet five days each week for eight hours each day, with no vacation time. Evening courses for employed

persons who wish to extend their skills are 15 months in length. The trades which are taught in these courses are auto body repair, auto mechanics, carpentry, electricity, office machines, painting, plumbing, printing, radio and television, refrigeration and air conditioning, sheet metal, and welding. In the vocational training centers, 80% of the time is spent in practical training, and the remainder in theoretical training. Students who satisfactorily complete the program receive a Vocational Training Certificate *(Shahadat At-Tadreeb Al-Mihani)*. None of the work is transferable to general education programs in Saudi Arabia. In 1981-82, there were 3,917 day students and 5,628 evening students enrolled in vocational training centers.

The Institute for Instructor Training and Curriculum Development was established in 1980-81 to train instructors for the vocational training centers. The Institute accepts students who have completed elementary school plus a vocational certificate at the secondary level or have appropriate work experience. Graduates of the two-year course receive a Certificate of the Institute for Instructor Training and Curriculum Development *(Shahadat Ma'had Tadreeb Al-Mudarriseen Wa Tatweer Al-Manaahij)*, but are not able to enter a university or transfer credit to another level in Saudi Arabia.

Secondary Technical Education

At the secondary level, technical education includes three types of three-year schools—vocational (technical), commercial, and agricultural—and two-year Technical Assistants Institutes.

There are now eight secondary vocational schools and institutes (the term "vocational" is used, even though these institutions are under the technical education branch of the GOTEVT), which require an intermediate education certificate *(Shahadat Al-Kafa'at Al-Mutawassita)* for entry and provide three-year programs leading to a Secondary Vocational School Diploma *(Diplom Al'Madaaris Ath-Thanawiyyat Al-Mihaniyyat)*. In 1983-84, these schools enrolled 3,698 day students. No evening programs are offered. The schools are as follows:

1. Royal Technical Institute in Riyadh
2. Industrial Model Institute in Jeddah
3. Industrial Institute in Dammam
4. Secondary vocational schools in Madinah, Hofuf, Abha, Onaizah, and Taif

The secondary vocational schools and institutes train technicians in the following trades: architectural drawing, auto mechanics, electricity, machine mechanics, metal mechanics, and radio and television. In addition to the technical subjects, students take Arabic, chemistry, English, mathematics, physical education, physics, and religion. The programs are equally divided between practical training (20 hours per week) and theoretical subjects (20 hours per week) each of the three years. The results of the examinations for

the Secondary Vocational School Diploma in 1982-83 indicated that 95.5% of the students who took the examinations passed. It is expected that the secondary vocational schools and institutes will be phased out in the future in favor of the new postsecondary Technical College.

The secondary commercial schools also require an intermediate education certificate for entry and provide three years of study leading to a Secondary Commercial School Diploma *(Diplom Al-Madaaris Al-Tijaariyyah)*. In 1983-84 there were 10 day schools, with an enrollment of 3,476 students, and 10 evening schools for employed persons, with 3,003 students. Table 4.1 lists the courses and hours per week in the secondary commercial schools. In 1982-83, 96.7% of the third year students passed the examination for the diploma. Secondary commercial schools are located in Dammam, Hofuf, Jeddah, Makkah, Madinah, Qateef, Riyadh, and Taif. Teachers in 1983-84 included 62 Saudis and 452 non-Saudis.

There is only one secondary agricultural school—the Model Technical Agricultural Institute in Buraidah, established in 1977-78. The school offers a three-year program that requires the intermediate certificate for entry. The Institute gives courses in agricultural guidance, agricultural industries, agricultural mechanization, animal production, general subjects, horticulture, plant production, and plant protection. A copy of the curriculum, listing subjects and hours per week, is presented in Table 4.2. The 1983-84 enrollment was 145, with 26 Saudi and 19 non-Saudi instructors. Most of the teachers are from the nearby College of Agriculture of the King Saud University branch in Buraidah. Graduates receive a Secondary Agricultural School Diploma *(Diplom Al-Madaaris Az-Ziraa'iyyah)*.

The grading system in the secondary vocational, commercial, and agricultural schools is the same as in the general secondary schools (see "General

Table 4.1. Secondary Commercial Schools: Courses and Hours Per Week

Course	First Year	Second Year	Third Year
Arabic	6	4	4
Bookkeeping & Accounting	4	4	4
Commercial Correspondence	–	3	3
Economics	–	3	3
English	6	6	6
Financial Mathematics	–	–	4
General Mathematics	4	–	–
Geography	3	–	–
Management & Secretarial	3	3	3
Religion	2	2	2
Typing (English & Arabic)	6	6	6
Total	34	31	35

Source: General Organization for Technical Education and Vocational Training.

Table 4.2. Model Technical Agricultural Institute: Courses and Periods Per Week

Course	First Year	Second Year		Third Year	
		Plant Prod.	Animal Prod.	Plant Prod.	Animal Prod.
Agricultural Economics	–	2	2	1	1
Agricultural Extension	–	1	1	2	2
Agronomy	–	6	–	–	–
Animal Breeding	–	–	2	–	–
Animal Health	–	–	4	–	4
Animal Nutrition	–	–	4	–	–
Animal Production	3	–	–	–	–
Applied Biology	4	–	–	–	–
Applied Chemistry	3	–	–	–	–
Applied Mathematics	3	–	–	–	–
Applied Physics	2	–	–	–	–
Arabic	2	2	2	2	2
Bee Keeping	–	–	–	2	–
Camel & Horse	–	–	2	–	–
Cattle	–	–	4	–	–
English	2	2	2	2	2
Farm Machinery	3	3	3	3	3
Farm Management	–	1	1	5	1
Fish Production	–	–	–	–	3
Horticulture	3	6	–	–	–
Irrigation/Drainage	–	–	–	2	–
Islamic Education	2	2	2	2	2
Marketing	–	1	1	1	1
Meteorology	2	–	–	–	–
Physical Education	1	1	1	1	1
Plant Nutrition	–	–	–	2	–
Plant Production	3	–	–	–	–
Plant Protection	–	4	–	2	–
Poultry	–	–	4	–	4
Processing Animal Products	–	–	–	–	3
Processing Plant Products	–	–	–	4	–
Sheep & Goat	–	–	–	–	4
Soil Science	2	2	–	–	–
Water Resources	–	2	–	–	–
Totals	35	35	35	35	35

Source: Model Technical Agricultural Institute, Buraidah, 1986.

Secondary," Chapter III). Based on enrollment data for 1983-84 compared with 1982-83, attrition in the vocational, commercial, and agricultural schools ranged from 20% to 25% between years 1 and 2, and from 7% to 10% between years 2 and 3.

Policies on the admission of graduates of the secondary vocational, commercial, and agricultural schools to universities in Saudi Arabia are mixed. While some universities admit the very top graduates to programs in their respective fields, others do not consider any of the graduates for admission. King Saud University, for example, does not accept graduates of secondary vocational schools, but does accept the top 10 students from the commercial schools to the College of Administrative Science three years after completion of secondary school, and does accept graduates of the agricultural institute with a grade of "Excellent" to the College of Agriculture at Riyadh, and with a grade of "Very Good" to the College of Agriculture at Qaseem. King Abdulaziz University will admit graduates of secondary commercial schools with scores of 90 and above to the College of Economics and Administration.

Also at the secondary level are the two-year Technical Assistants Institutes, which require the intermediate education certificate for entry. Training is offered in six sections: architectural drawing, construction foremanship, health inspection, road foremanship, surveying, and water foremanship. Plans are being made to increase the length of the program to three years. Graduates receive the Certificate of the Technical Assistants Institute *(Shahadat Ma'had Al-Musaa'ideen Al-Fanniyyeen)* and enter jobs with municipalities or with the technical and engineering departments of various government agencies. In 1982-83, there were three Technical Assistants Institutes with a total enrollment of 508.

Health Institutes and Nursing Schools

Separate health institutes for males and females train assistant pharmacists, assistant statisticians, health supervisors, laboratory technicians, nutritional assistants, nursing technicians, surgical operations assistants, and x-ray technicians. Students are in the 15-20 age group. Each of the three years in the program is eight months in length, and the program is at the secondary education level. Only students holding the intermediate education certificate are admitted. Graduates are granted the Health Institute Diploma *(Diplom Al-Ma'had Al-Sihhi)*. Those with a diploma grade of "Very Good" are accepted by the College of Allied Medical Sciences at King Saud University after one year of employment by the Ministry of Health or three years of employment by any other government agency.

Intermediate level nursing schools for females are located in Jizan, Taif, and Qateef. An elementary school certificate *(Shahadat Al-Madaaris Al-ibtidaa'iyyah)* is required for entry to the three-year programs. On completion, graduates receive a Certificate of Technical Nursing *(Shahadat At-Tamriidh Al-Fanni)*.

The health institutes and nursing schools are under the supervision of the Ministry of Health. In 1983-84, there were 21 such institutions (14 male and seven female), enrolling 1,732 students (1,032 male and 700 female).

The fulltime teaching staff in 1983-84, with the following qualifications, numbered 271: bachelor's, 64%; higher diploma, 6%; master's and above, 6%;

undergraduate (less than bachelor's), 12%; secondary-level teacher training, 1%; general secondary, 6%; general intermediate, 2%; and other, 3%.

The increase in numbers of health institutes and nursing schools in the last 10 years has been steady—from seven to 21 institutions, and from 893 to 1,732 students. (Bachelor's degrees in nursing are offered by three universities: King Saud, King Abdulaziz, and King Faisal. See "University and College Profiles," in Chapter VII.)

Postsecondary Technical Education

Postsecondary technical education includes the Technical College, the Higher Technical Institute, and the Higher Institute for Financial and Commercial Sciences. The Ministry of Higher Education has no rule on the acceptance by the universities of transfer credit from postsecondary technical training programs. The universities may accept some credit if they choose. King Saud University, however, accepts no credit.

The new, two-year Technical College opened in Riyadh in 1983-84. Entrants must hold a general secondary education certificate *(Shahadat Al-Marhalat Al-Thanawiyyat)* from the science branch, or a secondary vocational school diploma *(Diplom Al-Madaaris Ath-Thanawiyyat Al-Mihaniyyat)*. Following the two-year program, students must spend one year in supervised work before receiving the Technical College Certificate *(Ash-Shahadat Al-Jami'iyya Al-Mutawassita)*. Specialties in the Technical College are automatic control, auto electrical systems, auto mechanics, electrical equipment, electrical installations, industrial chemistry, industrial electronics, and production engineering.

The Higher Technical Institute was established in 1972-73 in Riyadh. Until 1983-84, the duration of study was two to three years, with 35 hours per week for 30 weeks each year. A vocational secondary school diploma or the equivalent was required for admission. The 1982-83 enrollment was 168. Students completing the two-year program received a Certificate of the Higher Technical Institute *(Shahadat Al-Ma'had Al-Fanni Al'aali)* (see sample document in Appendix A), while those who completed the third year received a Diploma of the Higher Technical Institute *(Diplom Al-Ma'had Al-Fanni Al'aali)*, qualifying them to teach in the secondary vocational schools. In 1982-83, all students taking the examination for the Diploma passed. With the founding of the two-year Technical College in 1983-84, the Higher Technical Institute was shifted to a one-year program requiring the Technical College Certificate for admission and leading to the Higher Technical Institute Diploma.

There are three Higher Institutes for Financial and Commercial Sciences—two in Riyadh and one in Jeddah—offering two-year training programs in two fields: business administration and secretarial work (in Arabic and English), and accounting and finance. Students must have a general or commercial secondary school certificate for entry. Courses in business administration and secretarial work include accounting, commercial correspondence, English, insurance, Islamic culture, marketing and advertising, office machines, pur-

chases and stores, secretarial skills and public relations, and typing. Graduates receive a Diploma of the Higher Institute for Financial and Commercial Sciences *(Diplom Al-Ma'had Al-'aali Fil-Uloom Al-Maliyyah)*, and are qualified to teach in secondary commercial schools. In 1982-83, 99% of the students taking the examination for the certificate passed. The three institutes enrolled 256 students (29 day, 237 evening) in 1983-84. The faculty included three Saudis and 24 non-Saudis.

Institute of Public Administration

The Institute of Public Administration (IPA) is an autonomous government agency responsible for the training of civil service workers in the Kingdom. The central offices are in Riyadh, with branches in Jeddah and Dammam. A women's branch of IPA has also been established in Riyadh.

In addition to executive seminars and in-service training programs (which require an intermediate education certificate), the Institute conducts a number of fulltime pre-service programs. Those programs which require a secondary education certificate, and the length of each, are as follows:

1. banking studies—two years,
2. electronic data processing—two years plus one summer term (students must be graduates of the science section of the secondary school),
3. hospital administration—two years,
4. library science—three years,
5. personnel studies—two years,
6. secretarial studies—two years, and
7. store administration—two years.

Entrance requirements in addition to the educational certificate include a written examination and an interview. There are many more applicants than spaces, and admission is very selective. Programs are continuously evaluated and revised to meet the training needs of government agencies. Tables 4.3, 4.4, and 4.5 list the subjects, hours per week, and total hours for banking studies, electronic data processing, and secretarial studies. Graduates receive a Certificate of Completion of the Course in———*(Shahadat Itmaam Dawrat Ma'had Al-'idaarah Al-'aammah Fi———)*.

Examinations and quizzes are given during the pre-service courses. Work during the term constitutes 70% of the final grade, while the final exam constitutes the other 30%. Students are required to complete a project during their final term, and to serve a six-week internship in a government office. Grades of Excellent, Very Good, Good, Fair, and Fail are given.

All pre-service program graduates must work for the government for a period of time equal to their training. The language of instruction in all pre-service courses is Arabic and the faculty, 56% of whom are Saudis, includes 11% with Ph.D.'s, 56% with master's, and 33% with bachelor's.

The IPA also provides three pre-service programs which require a bachelor's degree for entry and are each two years in length: banking studies, financial

Table 4.3. Institute of Public Administration: Electronic Data Processing Course

Subject	Hours/ Week	# Weeks	Total Hours
Term I (15 Weeks)			
English Language I	12	15	180
Intro. to Electron. Data Proces.	10	7	70
Intro. to Programming: BASIC	10	8	80
Mathematics I	4	15	60
Total			390
Term II (15 Weeks)			
COBOL Programming	14	15	210
English Language II	8	15	120
Mathematics II	3	15	45
Statistics	4	15	60
Total			435
Summer Training Course *(8 Weeks)*			
Term III (15 Weeks)			
Advanced Programming Techniques	8	15	120
Principles of Accounting	4	15	60
Principles of Administration	4	15	60
Programming Languages: FORTRAN, PL/1, or Assembler	8	15	120
Total			360
Term IV (15 Weeks)			
Final Project	26	10	260
Information Systems	16	5	80
Introduction to Management	4	10	40
Prin. of Systems Analy. & Design	6	10	60
Total			440

Table 4.4. Institute of Public Administration: Secretarial Studies Course

Subject	Hrs./Wk.	Subject	Hrs./Wk.
Term I (15 Weeks)		*Term II (15 Weeks)*	
Arabic Typewriting	6	Admin. Communications	2
English Language	6	Admin. Manners	2
Govt. Correspondence	2	Arabic Typewriting	5
Prin. of Admin. Organiz.	2	English	5
Prin. of Mathematics	4	English Typewriting	5
Total Hours	20	Organiz. of Saudi Civil Service	2
		Total Hours	21

(continued)

Term III (15 Weeks)		*Term IV (15 Weeks)*	
Appl. Statistics	2	Admin. in the Kingdom	2
Arabic Typewriting	5	Appl. Secretar. Work	3
English	4	Arabic Typewriting	5
English Typewriting	5	English	4
Organizing Info. (A)	2	English Typewriting	5
Reports & Admin. Forms	2	Office Management	2
Secretarial Work	2	Organizing Info. (B)	1
Total Hours	22	Telex	1
		Total Hours	23

SOURCE: Institute of Public Administration, 1986.

Table 4.5. Institute of Public Administration: Banking Studies Course

Subject	Hrs./Wk.	Subject	Hrs./Wk.
Term I (10 Weeks)		*Term IV (14 Weeks)*	
English (Special Vocab.)	20	Acct. for Banks (B)	3
Prin. of Mathematics	4	Bank Transfers	2
Total Hours	24	Cashier's Office	3
Term II (14 Weeks)		Deposits	2
English	3	English (Special Vocab.)	3
Prin. of Accounting	4	Guarantees	2
Prin. of Administration	3	Receipts	2
Prin. of Commercial Law	3	Total Hours	17
Prin. of Economics	3	*Term V (14 Weeks)*	
Prin. of Statistics	2	Certified Credit	3
Total Hours	18	Co-op. with Foreign Banks	2
Term III (14 Weeks)		Credit Facilities	3
Accounting for Banks (A)	3	Documents of Attainment	2
Econ. of Money & Banking	3	English (Special Vocab.)	3
English (Special Vocab.)	3	Principles of Auditing	3
Intro. to Computers	2	Specialized Banks	2
Math for Finance	4	Total Hours	14
Total Hours	14		

SOURCE: Institute of Public Administration, 1986.

control and legal studies. Certificate titles are the same as those for the post-secondary programs, except for the names of the programs themselves.

Banking studies graduates work in banks or in the Saudi Arabian Monetary Agency. The financial control program (see Table 4.6) produces auditors who work for the Ministry of Finance and other similar agencies, and who conduct pre-audits and external audits in government agencies.

The legal studies program (see Table 4.7) is designed to produce legal consultants in government offices. The course consists of four semesters of three and one-half months each, and covers introduction to law, administra-

Table 4.6. Institute of Public Administration: Financial Control Program

Subject	Hrs./Wk.	Subject	Hrs./Wk.
Term I (15 Weeks)		*Term III (15 Weeks)*	
Commercial Firms in the Saudi System	3	Account Auditing	4
Economy & Development	3	Accounting Theory	2
Functional Behavior	2	Bank Accounting	3
Mathematics	3	Commercial Accounting	2
Prin. of Accounting	5	Expenditure Accounting	3
Public Administration	3	Gen. Monetary Affairs	2
Total Hours	19	Public Accounting	3
		Total Hours	19
Term II (15 Weeks)		*Term IV (11 Week Session)*	
Accounting Systems	3	Budgeting	4
Financial Mathematics	3	Closing Accounts	2
Inventory Control	2	Managerial Accounting	4
Private Company Acct.	3	Oil Accounting	3
Public Acct. (A)	3	Tax Accounting	4
Purchasing	2	Total Hours	17
Research Methods	1		
Total Hours	18	*(6 Week Session)*	
		Computer	1
		Govt. Account Auditing	4
		Research	6
		Total Hours	11

Source: Institute of Public Administration, 1986.

tive law, international law, and common law. Requirements for admission to the program include a bachelor's degree (with distinction) in *Sharia* (Islamic Law) or Arabic language and an interview. The program is two academic years in length. Each year is divided into two 17-week terms (the last term is 19 weeks long). Legal consultants employed by the government of Saudi Arabia are at the same level as employees with a master's degree.

Transcripts with English translations are issued for work completed in the Institute of Public Administration. The IPA does not encourage its graduates to go abroad for study, however, since its goal is to prepare workers for the Saudi Arabian civil service.

Other Technical and Vocational Programs

A variety of ministries and other government and private agencies offer vocational and technical training, largely in-service in nature, and primarily designed to meet the needs of the particular ministry or agency. For example, the General Presidency of Girls Education offers tailoring courses for elementary and intermediate school graduates; the Ministry of Posts, Telegraph and

Telephones operates training institutes at the secondary level for holders of intermediate education certificates; and the Ports Authority, Saudia Airlines, Saudi Arabian Monetary Agency, Civil Defense Agency, and the Ministry of Agriculture and Water all provide in-service programs that are vocational or technical in nature. These programs do not transfer to the system of general education, at any level, in Saudi Arabia.

Table 4.7. Institute of Public Administration: Legal Studies Program

Subject	Hrs./Wk.	Subject	Hrs./Wk.
Term I (17 Weeks)		*Term III (17 Weeks)*	
Admin. Behavior	2	Administrative Law	3
Economics	3	Contracts	3
Gen. Internatl. Law	3	Criminal Law	3
Islamic Jurisprudence	3	Law of Court Procedures	3
Legal Theory &		Trade Law	4
Theory of Rights	6	Work & Soc. Security Law	3
Research Methods	1	Total Hours	19
Total Hours	18	*Term IV (11 Week Session)*	
Term II (17 Weeks)		Gen. Duties on Graduation	3
Administrative Law	3	Rights of Employees	2
Criminal Law	3	Special Internatl. Law	4
General Finance	2	Trade Law	5
Islamic Jurisprudence	2	Total Hours	14
Law of Court Proced.	3	*(8 Week Session)*	
Legal Theory	5	Preparing Research	3
Total Hours	18	Prin. of Lawmaking	3
		Total Hours	6

SOURCE: Institute of Public Administration, 1986.

V. Teacher Training

Historical Development

A steady increase in the qualifications of teachers has paralleled and contributed to the development of the educational system in Saudi Arabia. In the 1940's and early 1950's, students who had graduated from elementary school could become elementary school teachers. By 1953, teacher training institutes were established at the intermediate level for elementary school teachers. The institutes, which have been phased out, were three years in length (grades 7, 8, and 9) and, by 1964, enrolled 7,556 students.

In 1965, secondary-level Teacher Training Institutes for men (and, in 1968, for women) began replacing the intermediate programs to train teachers for elementary schools. Also three years in length (grades 10, 11, and 12), the programs required an intermediate school certificate *(Shahadat Al-Kafa'at Al-Mutawassita)* for admission. By 1983-84, 9,069 students were enrolled in 144 institutes.

Special centers at the secondary level to train elementary and intermediate school men teachers in physical education and art were established in 1964 and 1965, respectively, and, in 1973, postsecondary level math and science centers were established for men teachers of these subjects at the intermediate level.

More recently (1976), junior colleges were established to prepare intermediate school teachers. Available at first only to men, junior colleges for women were begun in 1979. These two-year programs require a secondary education certificate for admission.

The long-range goal of the educational system in Saudi Arabia is to require a bachelor's degree for elementary school teachers, as is now required for all secondary and most intermediate school teaching positions. This chapter describes current programs for elementary and intermediate teacher training below the bachelor's degree level. Bachelor's and graduate degrees are offered by the universities and girls colleges in Saudi Arabia, described in Chapter VII.

Elementary Teacher Training

Most elementary school teachers in Saudi Arabia have been prepared in Secondary Teacher Training Institutes—three-year programs at the secondary level requiring an intermediate school certificate for entry and leading to a Secondary Teacher Training Institute Certificate *(Shahadat Ad-Dirasah Al-Thanawiyyat Li-Ma'ahad Tadreeb Al-Mu'allimeen)*. In 1983-84, there were 47 of these institutes for men, enrolling 4,088 students, and 85 for women, enrolling 3,813

students. The curriculum of the Secondary Teacher Training Institute is shown in Table 5.1. These institutes are now being replaced by the Junior Colleges.

The Koranic Secondary School *(Madaaris Tahfeedh Al-Koran)* prepares teachers for religious subjects in the elementary schools. An intermediate school certificate is required for entry, and the programs are three years in length. There were eight Koranic Secondary Schools in 1983-84, enrolling 238 students. Graduates receive the Koranic Secondary School Certificate *(Shahadat Al-Thanawiyyat Al-'aama Li Tahfeedh Al-Koran)*. The program may also lead to higher education. Graduates may be admitted, for example, to the Imam Mohammed bin Saud Islamic University or to the Colleges of Education and Arts at King Saud, Umm Al-Qura, and King Abdulaziz Universities. The curriculum of the Koranic Secondary School is indicated in Table 5.2.

Table 5.1. Teacher Training Institute: Subjects and Hours

Subject	Hours per Week		
	Year 1	Year 2	Year 3
Arabic Language			
Composition	1	1	1
Criticisim and Rhetoric	1	–	–
Grammar and Morphology	3	2	2
Literature and Texts	2	2	2
Reading	1	1	1
Teach. Meth. & Practical Educ.	–	1	1*
Art Education			
Art Education	2	2	1
Teach. Meth. & Practical Educ.	–	–	1*
Education and Psychology	3	3	3
English Language	3	2	2
Islamic Education			
Hadith and Islamic Culture	1	1	1
The Holy Koran	1	1	1
Islamic Jurisprudence	1	1	1
Islamic Theology	1	1	1
Teach. Meth. & Practical Educ.	–	–	1*
Mathematics			
Modern Mathematics	4	5	–
Math/Lab.	–	1	–
Methods of Teaching Math	–	–	3*
Physical Education			
Physical Education	1	1	1
Teach. Meth. & Practical Educ.	–	–	1*
Sciences			
Biology	2	2	2
Chemistry	2	2	1
Physics	2	2	2
Teach. Meth. & Practical Educ.	–	–	2*

Social Subjects			
Geography	2	2	2
History	2	2	2
Teach. Meth. & Practical Educ.	–	–	1*
Total	35	35	35

Source: Ministry of Education, General Directorate for Teacher Training.
*During the second semester of the third year, one period of student teaching is substituted for one period of teaching methods for a 10-week period.

Table 5.2. Koranic Secondary School: Subjects and Hours

Subject	Hours per Week Year 1	Year 2	Year 3
Arabic Language			
Composition	1	1	1
Grammar and Morphology	2	3	2
Literature and Texts	2	1	1
Reading	1	1	1
Rhetoric and Criticism	1	2	2
Religious Subjects			
Holy Koran	7	8	7
Koranic Exegesis	2	2	2
Koranic Intonation	4	5	5
Islamic Jurisprudence	2	2	2
Islamic Theology	2	2	2
Islamic Traditions (Hadith)	2	2	2
Social Studies			
Geography	1	1	1
History	2	1	1
Others			
Educ., Psych. & Teach. Meth.	–	–	2
English Language	4	4	4
Physical Education	1	1	1
Science and Health Education	2	–	–
Total	36	36	36

Results of the 1982-83 examinations for the teacher training certificates indicated that 77.9% of men students and 88.5% of women students attending Secondary Teacher Training Institutes passed, as did 97.6% of those enrolled in the Koranic Secondary School.

Students are required to pass examinations in every subject at the end of each year for promotion to the next grade. Those who fail in one or more subjects in the initial and the make-up exam either drop out or repeat the

entire year. In 1983-84, the percent of students repeating each grade was as follows:

Secondary Level (all teacher training institutions)	Percent of Students Repeating		
	1st Grade	2d Grade	3rd Grade
Male	11	11	12
Female	5	2	15

Teacher Upgrading Centers

When the secondary-level institutes replaced the intermediate-level institutes for the training of elementary school teachers, "upgrading centers" were established in 1966-67 to provide further training for elementary school teachers with only intermediate level preparation or the certificate of the old intermediate teacher training institutes for men. In 1983-84, there were two such centers for male teachers only, with an enrollment of 303. The program is two years in length, and is made up of three equal periods of seven and one-half months. Admission to the centers is on the basis of written tests in Arabic, mathematics, and science. Evening courses in these subjects are offered throughout Saudi Arabia to prepare students for admission to the upgrading centers. Graduates who receive the Certificate of the Teacher Upgrading Center *(Shahadat Marakiz Ad-Dirasaat Al-Takmeeliyaa)* resume teaching at a higher salary and civil service grade.

Junior Colleges

The goal of the junior colleges is to retrain all elementary school teachers. Enrollments in 1983-84 were 3,715 in 11 junior colleges for men and 2,476 in 14 junior colleges for women. The primary purpose is to train teachers now in service who have completed at least three years of elementary school teaching. All students must have a secondary school certificate or a secondary teacher training institute certificate or the equivalent, and must complete an admissions examination. Graduates receive the Diploma for Junior College Training for Teachers *(Diplom Al-Kulliyyat Al-Mutawassita Li Tadreeb Al-Mu'allimeen)*. After graduation, men return to teaching in the elementary schools, while women are eligible to teach in the intermediate schools. The selectivity of the institutions may be illustrated by the 3 to 1 ratio of test takers to admitted students for the junior colleges for men in 1985.

The academic year is divided into two 17-week semesters (including one week for registration and one for examinations). Students holding a secondary education certificate, science division, must complete four semesters. Other secondary school graduates (arts division, teacher training institute, physical education and art education institutes) must complete a preparatory, non-credit semester in addition. The preparatory semester includes the following

courses: Algebra (3 hours per week), Analytical Geometry—make up (3), Arithmetic and Geometry—make up (3), Biology—make up (4), Chemistry—make up (4), English (2), Koranic Studies (2), and Physics—make up (4), for a total of 25 hours per week.

The grading system in the junior colleges for teachers is as follows:

Percentages	Letter Grades	Cumulative Points	Evaluation
90%–100%	A	5.0	Excellent
85%–89%	B+	4.5	High Very Good
80%–84%	B	4.0	Very Good
75%–79%	C+	3.5	High Good
70%–74%	C	3.0	Good
65%–69%	D+	2.5	High Pass
60%–64%	D	2.0	Pass
Below 60%	E	1.0	Fail

Each student must complete 75 semester hours of credit, including 38 semester hours of required courses, as indicated in Table 5.3. Students must also complete a major and minor, selected from the following: Arabic, Art Education, Islamic Studies, Koranic Studies (majors only); Mathematics, Physical Education, Sciences, and Social Studies. Table 5.4 provides examples of course requirements in two majors (mathematics and social studies) and one minor (science).

After graduates teach two more years in the elementary school, they are eligible to return to the junior college for two more semesters. This new program, called the "Intensive Program," was started in 1983-84. Enrollment is limited, and not all junior colleges offer the program. Graduates receive the Certificate of Completing the Intensive Program in (name of subject) *(Shahadat Itmam Dawrat Mukathafa Fi———)*, and are qualified to teach in the intermediate schools.

Table 5.3. Junior College for Teachers: Required Courses and Hours

Course	Semester Hours	Hours/Week
Arabic	3	3
Arabic Editing	1	1
Arabic Literature	1	2
Art Appreciation & Art History	2	3
Educational Psychology	2	2
Educational Research Seminar	2	2
Educational Technology	1	1
General Biology	2	4
General Chemistry	2	4
General Physics	1	3
Health Education	1	2
Introduction to Art Education	2	3

(continued)

Islamic Culture	2	3
Islamic Economic System	2	3
Koranic Studies	1	2
Making Teaching Aids 1	2	3
Making Teaching Aids 2	2	3
Mathematics	2	3
Modern Algebra & Statistics	2	4
Physical Education	4	4
Principles of Modern Algebra	1	2
Total	36	60

Source: Kingdom of Saudi Arabia, Ministry of Education, *Guide to the Junior College for the Preparation of Teachers.*

Table 5.4. Junior College for Teachers: Two Majors and One Minor

Course	Semester Hours	Hours/Week
MATHEMATICS MAJOR		
Analytical Geometry & Vector Geometry	3	4
Integral & Differential Calculus 1	3	4
Integral & Differential Calculus 2	4	4
Mathematical Analysis	4	5
Mathematical Construction	2	3
Methods & Teaching of Mathematics	–	–
Practice Teaching	–	–
SOCIAL STUDIES MAJOR		
Economic Geography of Saudi Arabia	2	2
Geography	2	2
History of Islamic Civilization	2	2
History of the Maghreb & Andalus	2	2
Human Geography	2	2
The Life of the Prophet	2	2
Modern History of the Arabs	2	2
Pre-Islamic History of the Arabs	2	2
Physical Geography	2	2
Principles of Sociology	2	2
Regional Geography	2	2
Saudi Arabian History	2	2
Umayyad & Abbasid History	2	2
SCIENCE MINOR		
Biology 2	3	3
Biology (Lab)	1	2.5
Chemistry 2	3	3
Chemistry (Lab)	1	2.5
Physics	3	3
Physics (Lab)	1	2.5

Source: Kingdom of Saudi Arabia, Ministry of Education, *Guide to the Junior College for the Preparation of Teachers.*

Graduates of junior colleges with B averages and above are accepted for admission by the universities in Saudi Arabia, and receive transfer credit hours on an hour-for-hour basis, subject to departmental evaluation in the university concerned.

Specialized Institutions for Elementary and Intermediate Teacher Training

Art Education Institute

Established in Riyadh in 1965-66, the Art Education Institute offers a three-year program at the secondary level (grades 10, 11, and 12) for the preparation of men teachers of art in the elementary and intermediate schools. An Intermediate School Certificate is required for admission.

In 1983-84, the Institute enrolled 294 students and had a teaching staff of 29. The results of the examination for the Secondary Certificate of Art Education *(Shahadat Al-Thanawiyyat Al-'aama Fi At-Tarbiyat Al-Funniyya)* in 1982-83 indicated a passing rate of 84.8% (89 of 105 students). Graduates with certificate scores of "Very Good" and two years of teaching service may be admitted to the King Saud University College of Education in art education. Table 5.5 lists the courses and hours per week for each of the years of the program.

Table 5.5. Art Education Institute: Subjects and Hours Per Week

Subjects	Year 1	Year 2	Year 3
Ceramics & Sculpting	4	3	3
Design & Decoration	2	2	2
Drawing & Painting	7	4	4
Elements of the Environment	3	2	2
Engineering Drawing	2	3	3
History of Art	1	1	1
School Health	1	1	1
Social Culture	1	1	1
Teaching Aids	1	1	1
Teaching Methods	2	2	2
Textiles, Carpets	3	3	3
Woodworking	3	3	3
Total	30	26	26

SOURCE: Institute for Art Education, 1986.

Physical Education Institute

The Institute of Physical Education for Men, established in Riyadh in 1964, provides a three-year program at the secondary level (grades 10, 11, and 12) to prepare male physical education teachers for elementary schools for boys. (Occasionally, a graduate will teach in an intermediate school for boys if his record is outstanding or if the school cannot obtain a university graduate.) The Institute is very selective. For the first semester of 1985-86, 400 students applied and 150 were admitted. The total 1985-86 enrollment was 360. All students live at the Institute, and are in classes or activities from 5:30 a.m. to 6:00 p.m., except for meals. Table 5.6 lists the courses and hours per week for each of the three 36-week years. Graduates of the Institute receive the Secondary Certificate of Physical Education *(Shahadat Al-Thanawiyyat Li At-Tarbiyat Al-Riyadhiyyah)*. (See sample document in Appendix A.) Examinations are given at the end of each semester. At the end of the second semester each year, final exams are given in each subject. The student who passes at least half, but not all, of the subject examinations may attend a second testing session. Unless he passes all exams on the second try, however, he is dismissed.

Grades are given at the end of each year on the following basis:

90%–100% = Excellent	50%–59% = Pass
80%– 89% = Very Good	Below 50% = Fail
60%– 79% = Good	

In 1982-83, 90.4% of the students completing the third year (85 of 94) passed the examination for the Secondary Certificate of Physical Education. Graduates with certificate scores of "Very Good" and two years of teaching service may be admitted to the physical education department in the College of Education at King Saud University.

Table 5.6. Institute of Physical Education for Men: Subjects and Hours Per Week

Subjects	Year 1	Year 2	Year 3
Theoretical Subjects			
Anatomy	2	1	1
Arabic Language	3	2	2
English Language	2	2	2
First Aid	–	1	–
Hygiene	–	1	1
Physiology	–	1	2
Principles of Education	1	1	1
Psychology	1	1	1
Recreation	–	1	1
Religion	2	1	1
Saudi Society	1	–	–
Theor. & Meth. of Teach. Phys. Educ.	3	3	4
Subtotal	15	15	16

Practical Subjects				
Acting Exercises		1	1	–
Art Education		1	–	–
Athletics		3	2	2
Basketball		2	1	1
Body Building Exercises		2	2	2
Camping		(1 week)	(1 week)	(1 week)
Cultural Sport		–	–	2
Football		2	2	2
Gymnastics		2	2	2
Handball		2	1	1
Minor Sports		1	1	–
Specialized Activities		6	6	6
Student Teaching		2	6	6
Swimming		1	1	1
Volleyball		2	1	1
	Subtotal	27	26	26
	Total	42	41	42

SOURCE: Kingdom of Saudi Arabi, Ministry of Education, *A Guide for Physical Education Institute*, 1981.

Science and Mathematics Centers

There are four Science and Mathematics Centers in Saudi Arabia, located in Riyadh, Makkah, Taif, and Dammam, to prepare men teachers of science and mathematics for the intermediate schools. The first Center was established in Riyadh in 1974.

The Centers provide a three-year program and require a secondary school certificate, science division, for admission. Students with a secondary school certificate, literary division, or a certificate from a Secondary Teacher Training Institute are required to pass a one-semester remedial program of 22 non-credit semester hours, in addition to the three-year program. The Centers will not accept graduates of the Art or Physical Education Institutes.

The Centers provide stipends, housing for those who live outside the city in which the Center is located, and credit in the civil service system for time spent as a student in the Center.

The first two years (72 semester hours) are spent at the Center. The third year is divided between an internship (8 hours per week) and study at the Center, and adds 38 semester hours of credit, including 5 for the internship, for a total of 110 semester hours.

After two years, students receive the Diploma for Science and Mathematics Center *(Diplom Markiz Al-'uloom Wa Ar-Riyadhiyyah)*. Completion of the third year leads to the Qualification for Teaching in Intermediate Schools *(Kafa'at At-Tadrees Fi Al-Madaaris Al-Mutawassita)*. (See sample document in Appendix A.) The curriculum is listed in Table 5.7.

Table 5.7. Center for Science and Mathematics: Subjects and Hours

Subjects	Diploma Program (first 2 years)	Third Year Program		
	Semester Hours			
MATHEMATICS SPECIALIZATION				
Biology	6	–		
Chemistry	6	–		
Education	12	20		
Mathematics	36	15		
Physics	12	3		
Total	72	38		
SCIENCE SPECIALIZATION		Physics	Chem.	Biol.
Biology	17	3	3	12
Chemistry	17	3	12	3
Education	12	20	20	20
Geology	3	–	–	–
Mathematics	6	–	–	–
Physics	17	12	3	3
Total	72	38	38	38

SOURCE: Kingdom of Saudi Arabia, Ministry of Education, "Science and Mathematics Center," Riyadh, 1986. (unpublished document)

The grading system in the Science and Mathematics Centers is as follows:

90%–100% (A) = 5.0	70%–74% (C) = 3.0
85%– 89% (B +) = 4.5	65%–69% (D+) = 2.5
80%– 84% (B) = 4.0	60%–64% (D) = 2.0
75%– 79% (C +) = 3.5	Below 60% (F) = 1.0

The minimum grade point average for graduation is 2.5. Approximately 30% of the grades issued are A's, and about 50% are B's. Students who are not passing after the first 25 semester hours are sent back to their schools and may retake their examinations after one semester.

There are five departments in the Center. The departments and the courses offered by each are listed below:

Biology—15 courses in zoology, and 19 in botany.

Chemistry—Analytical, General, Inorganic, Organic, and Physical Chemistry.

Education—Curriculum and General Methods, Educational Guidance and Counseling, Educational Measurement and Testing, Educational Problems in Saudi Arabia, Educational Psychology, Islamic Studies, Methods of Teaching, Physical Education, Physiological Psychology, Principles of Education, School Administration.

Mathematics—Analytic Geometry, Basic Applied Mathematics, Calculus, Complex Analysis, Differential Equations, Dynamics, Linear Algebra, Mathematical Logic, Modern Algebra, Real Analysis, Statistics.

Physics—A total of 23 courses covering the physical sciences.

English Language Teachers Course

One center for preparing English language teachers in the intermediate schools has been established in Riyadh at the postsecondary level, with a 1983-84 enrollment of 110. A secondary education certificate or Secondary Teacher Training Institute Certificate, three years of teaching experience, and entrance examinations are required for admission. The program includes one year (100 hours) of training in Riyadh, followed by two years (100 weeks) of further training in the United Kingdom. Graduates receive a Certificate of Completion of the English Language Teacher's Course issued by the various institutes attended in the United Kingdom.

Qualifications of Teacher Training Faculty

Following are the number and percent of fulltime faculty members with various levels of preparation in the three postsecondary teacher training institutions below university-level: science and mathematics centers, junior colleges, and the English language course.

	Men		Women	
Level of Training	No.	%	No.	%
Secondary Teacher Training	–	–	1	–
Postsecondary Teacher Training	1	–	–	–
Bachelor's	52	19	66	76
Higher Diploma	5	2	–	–
Master's	205	77	20	23
Doctorate	5	2	–	–
Total	268	–	87	–

The Ministry of Higher Education has no rule on the acceptance of credit by the universities from postsecondary teacher training programs. The universities may accept these credits if they choose.

VI. Military Education

There are five military academies or colleges in Saudi Arabia, each requiring a secondary education certificate, interview, and physical examination for admission. The programs are three years in length, and lead to a bachelor's degree in military (or naval) science. The academies, their locations, and the branch each serves are as follows:

King Abdulaziz Military Academy, Riyadh (Army)
King Fahd Naval College, Dammam (Navy)
King Fahd Security Academy, Riyadh (Police)
King Faisal Air Force Academy, Riyadh (Air Force)
King Khalid Military Academy, Riyadh (National Guard)

At King Abdulaziz Military Academy, students earn a bachelor's degree in military science *(Baccaloreus Al-'uluum Al-'askariyyah)* after six semesters of study, much of which is in military subjects. There are 50 civilian instructors for the approximately 900 students—22 with Ph.D.'s, eight with master's, and 20 teaching assistants from King Saud University and other universities with bachelor's degrees. In addition, there are approximately eight part-time instructors with Ph.D.'s from nearby universities. The curriculum at King Abdulaziz Military Academy is listed in Table 6.1 (see sample document in Appendix A).

Table 6.1. King Abdulaziz Military Academy: Courses and Semester Hours

Course	Sem. Hrs.	Course	Sem. Hrs.
First Year		*Second Year*	
Chemistry	2.5	Arabic	4.0
Drill (Infantry)	6.0	Chemistry	2.0
English	3.5	Drill (Infantry)	6.0
Geography	2.0	Economics	3.0
Field Engineering	2.5	English	6.0
Koran	3.5	Geography	3.0
International Law	1.5	Hebrew	2.0
Islamic Culture	2.5	International Law	2.0
Management I	1.5	Koran	4.0
Map Reading	4.0	Management II	3.0
Mathematics (for grads. of sec. arts div.)	4.5	Mathematics	2.0
		Military History	3.0
Mathematics (for grads. of sec. sci. div.)	5.0	Physical Education	4.0
		Physics (for grads. of sec. sci. div.)	5.0
Physical Education	4.0		
Psychology	2.5	Service Support	3.0
Signal	2.0	Signal	2.0
Tactics	5.5	Total	49.0–54.0
Weaponry Training	4.5		
Total	52.5–53.0		

Third Year		*Third Year (continued)*	
Arabic	2.0	Military Geography	1.0
Drill (Infantry)	6.0	Military Information	4.5
English	2.0	Physical Education	4.0
Field Engineering	2.5	Signal	3.0
Holy Koran	4.0	Tactic	10.0
Islamic Culture	1.0	Weaponry Training	9.5
Management III	3.0	Weapons of Mass Destruction	2.0
Map Reading	5.5	Total	60.0

SOURCE: King Abdulaziz Military Academy.

The grading system is as follows:

A (Excellent)	=	4.5–5.0	D (Pass)	=	3.0–3.4
B (Very Good)	=	4.0–4.4	E (Failed)	=	Less than 3.0
C (Good)	=	3.5–3.9			

The King Fahd Naval College grants a bachelor's degree in naval science *(Baccaloreus Al-'uluum Al-Bahriyya)*. The King Faisal Air Force Academy requires six months of English and six months of military orientation in the first year, followed by two years in a specialization, and grants a bachelor's degree in air force and aviation technology *(Baccaloreus Al-Tayaraan)*. The programs in the academies are normally nine months each year and eight hours each day. Course loads are heavy, however, with about 25 hours of credit each semester.

Saudi Arabian universities differ in their policies toward acceptance of transfer credit or degrees from the military academies. King Saud University does not accept transfer credit, while King Abdulaziz University has granted up to 90 semester hours of transfer credit, and Umm Al-Qura University admits holders of the three-year bachelor's degree from military academies to graduate study.

VII. Higher Education: Universities and Girls Colleges

General Development

Each of the seven universities in Saudi Arabia is separately chartered and functionally autonomous. Six of the seven are under the general oversight of the Ministry of Higher Education, which provides services, support, and coordination. The seventh—the Islamic University in Madinah—reports to the Council of Ministers. The 11 girls colleges are under the direction of the Vice Presidency of Girls Colleges, a unit under the General Presidency for Girls Education. Higher education policy in Saudi Arabia is established by the Unified Supreme Council of the Universities, chaired by the King and including in its membership several of the ministers as well as the presidents of the universities.

The Fourth Development Plan (1985-90) of the Kingdom of Saudi Arabia notes that the higher education institutions have generally provided access for most secondary school graduates. As described earlier, however, not all students in their third year of secondary school graduate. The passing rate on the Secondary Education Certificate Examination, based on a 12-year average, is about 79% of the science division males and 54% of the arts division males; for females, the average over a seven-year period is about 92%. On the basis of the total population, only about 17% of the 19-year-old Saudi males and 11% of the females applied for admission to higher education in 1984-85. The Fourth Development Plan predicts that these percentages will increase slightly—to 18% and 12%, respectively—by 1989-90. The Plan proposes, however, that greater selectivity in admissions be imposed, in order to reduce attrition and increase the proportion who complete degrees. An added benefit would be to direct more secondary school graduates to other postsecondary alternatives, such as junior college and technical-vocational programs.

Degree Programs

Programs below the bachelor's level are offered by two universities. Each of the programs requires a secondary education certificate for entry, and each is designed to lead to work as skilled technicians rather than to further study. At King Saud University, the College of Computer and Information Sciences offers a Diploma in Computer Technology *(Diplom Al-Mutawassita Fi Teqniya Al-Haasibaat)* which requires two and one-half years to complete and which emphasizes practical applications. The College of Earth Science at King Abdulaziz University offers a two-year Diploma in Earth Science *(Diplom 'ilm Al-*

Ardh) leading to a position as assistant geologist or geology laboratory assistant. And the College of Meteorology and Environmental Studies at the same university offers a two-year technology program leading to a Certificate in Meteorology *(Shahadat Tanabbu' Jawwi)* and a position as assistant meteorologist.

Programs leading to the Bachelor of Arts *(Baccaloreus Fi Al-Aadaab)* and Bachelor of Science *(Baccaloreus Fi Al-'uluum)* degrees at the universities and girls colleges normally require four years for completion, with the exception of engineering, pharmacy, and veterinary medicine. Engineering generally requires five years, although the King Fahd University of Petroleum and Minerals requires four years following a preparatory year emphasizing English; Umm Al-Qura University requires four years and additional work in practical applications amounting to two years; and the five-year program at King Abdulaziz University includes one semester of intensive English. Pharmacy (offered only at King Saud University) requires five years, preceded by an intensive English course.

The Bachelor of Veterinary Medicine degree *(Baccaloreus Az-Ziraa'at Wa Tibb Al-Baytari)* at the Qaseem branch of King Saud University, and the Bachelor of Veterinary Medicine and Animal Surgery degree *(Baccaloreus Fi Tibb Wa Jiraahat Al-Hayawan)* at King Faisal University at Al-Hasa require five years for completion.

The program in medicine leading to the Doctor of Medicine *(Doktoor Fi Tibb Al-Bashari)* requires six years following secondary school completion. At King Saud University, for example, the program includes three semesters of intensive work in biology, chemistry, English, and physics; two years in the preclinical phase concentrating on anatomy, biochemistry, English, and physiology; and three years of clinical work. Following graduation, there is a compulsory internship of one year.

The program in dentistry is five years in length following completion of secondary school and three semesters of intensive English and general sciences, and leads to the degree of Doctor of Dental Science *(Doktoor Fi Tibb Al-Asnaan)*. Following graduation, there is a one-year compulsory internship.

A variety of graduate programs are offered at the universities and girls colleges. Table 7.1 lists the various programs and degrees by institution for 1983-84.

There are two different one-year programs leading to the Higher Diploma *(Al Diplom Al Aaliyah)*. Both require a bachelor's degree for admission. One is designed to prepare graduates from colleges other than Education to teach in the intermediate and secondary schools, and emphasizes educational methods and practical experience. The other higher diploma program is for teachers with bachelor's degrees who wish to become principals in intermediate and secondary schools, and emphasizes educational administration.

Master's degree *(Darajat Al Majisteer)* and Ph.D. degree *(Darajat Al Doctoorah)* programs are relatively new in Saudi Arabian universities and girls colleges, but follow closely the pattern established in the United States. The requirements at King Abdulaziz University and the King Fahd University of Petro-

leum and Minerals, summarized below, may be generalized to the other universities in the Kingdom.

	King Abdulaziz University	King Fahd University of Petroleum and Minerals
	Master's Degree Requirements	
Admission	Bachelor's degree with average of "Good"; "Very Good" in field of specialization	Bachelor's degree with 3.0 (4.0 = A) average
Academic Courses	22-30 semester hours	24 semester hours minimum
Thesis	8-10 semester hours	6 semester hours
Oral Exam on Thesis	Required	Required
Advisory Committee	Required	Required
	Ph.D. Degree Requirements	
Admission	Master's degree with average of "Very Good"	Master's degree with 3.5 (4.0 = A) average
Academic Courses	24-36 semester hours	30 semester hours minimum
Dissertation	26-34 semester hours	12 semester hours
Comprehensive Exam Before Dissertation	Required	Required
Oral Exam on Dissertation	Required	Required
Advisory Committee	Required	Required

A Master of Business Administration *(Majisteer Fi Idaarat Al-A'Maal)* degree program is offered at the King Fahd University of Petroleum and Minerals. A bachelor's degree (not necessarily in business) is required for entry, as well as scores on the Graduate Management Admission Test (GMAT) and a grade point average of 2.5 (on a 4-point scale) in previous university work. Students must complete 66 semester hours of credit (some first year courses may be waived) as follows:

Basic Courses—Corporate Finance (3 semester hours), Financial Accounting (3), Information Systems (3), Principles of Economics (3), Principles of Management (3), Quantitative Methods (3), and Statistical Analysis (3) for a total of 21 semester hours.

Table 7.1. Graduate Studies by University, Field, and Level, 1983–84

UNIVERSITY Field of Study	Level
IMAM MOHAMMED BIN SAUD UNIVERSITY	
Arabic Language	M,D
Islamic Dawa (Propagation of Islamic Faith)	M,D
Qadha (Islamic Jurisprudence)	M,D
Sharia (Islamic Law)	M,D
Social Sciences	H,M,D
Usul-Al-Din (Principles of Religion)	M,D
ISLAMIC UNIVERSITY	
Islamic Subjects	M,D
KING ABDULAZIZ UNIVERSITY	
Arts, Humanities	M
Earth Science	M,D
Econ. & Admin.	M
Education	H,M,D
Engineering	M
Marine Science	M
Meterology	M
Science	M
KING FAHD UNIVERSITY OF PETROLEUM AND MINERALS	
Engineering Science	M,D
Industrial Mgmt.	M
Sciences	M,D
KING SAUD UNIVERSITY	
Admin. Services	M
Agriculture	M
Arts, Humanities	M,D
Education	H,M,D
Engineering	M
Medicine	M
Science	M
UMM AL-QURA UNIVERSITY	
Arabic Languages	M,D
Education	H,M
Sharia (Islamic Law) & Islamic Studies	M,D
GIRLS COLLEGES	
Education	M,D
Humanities	M
Science	M
Social Services	M

Source: Kingdom of Saudi Arabia, Ministry of Higher Education, Directorate General for the Development of Higher Education, *Statistics of Higher Education in the Kingdom of Saudi Arabia, 1983–84*, Issue No. 7, p. 35.

Note: H = Higher Diploma; M = Master's degree; D = Doctorate.

Core Courses—Business Policy (3 semester hours), Business Research and Communication (3), Information Resource Planning (3), Managerial Accounting (2), Managerial Economics (3), Managerial Finance (3), Marketing Management (3), Organizational Theory and Design (3), Quantitative Business Analysis (3) for a total of 27 semester hours.

Concentration—Accounting (9 semester hours) or Finance and Banking (9).

Electives (9 semester hours).

Enrollments

In 1984-85, there were 93,040 students enrolled in the seven unversities and 11 colleges for women in Saudi Arabia. Growth in higher education has been dramatic, as indicated in Table 7.2. In the last five years alone, enrollment has increased by 71%. The rate of growth for women (115%) has been much greater than that for men (52%) during the same period. Women now constitute 37% of the total enrollment in higher education.

The overwhelming majority of students were enrolled at the bachelor's degree level in 1984-85 (93% of the men and 97% of the women). With the exception of a small number of students enrolled in special programs below the bachelor's level, the remainder of the students in the universities and girls colleges enroll in one of three graduate programs: the higher diploma, master's, and doctorate. Table 7.3 lists the number of students in higher education by level and field of study.

King Saud University is the largest in the Kingdom and accounts for more than one-quarter of the total enrollment in the universities and girls colleges. King Abdulaziz University ranks second in size, accounting for about 21% of the total enrollment. The 11 girls colleges, located in various cities, comprise about 46% of the total women's enrollment; the other 54% are enrolled in five of the seven universities. The King Fahd University of Petroleum and Minerals and the Islamic University have no women students.

As can be noted in Table 7.4, Saudi universities and girls colleges enroll large numbers of students from other countries. In 1984-85, one of every five students was non-Saudi. The largest numbers of non-Saudi students were Palestinian (17%) and Jordanian (12%). Seventy-one percent of the foreign students were from Arab countries. More recent enrollment data are included in the description of some of the individual universities in the University and College Profiles section of this chapter.

Budget and Facilities

The total budget for higher education (universities, girls colleges, and the Ministry of Higher Education) in 1983-84 was $2.55 billion—3.6% of the total budget of the Kingdom of Saudi Arabia, and 34% of the total education budget. Recurring (operating) expenses resulted in an average 1983-84 cost per student of approximately $17,500. Cost comparisons are difficult, however, since Saudi students receive stipends, textbooks, supplies, and subsidized meals, housing, and transportation.

The Fourth Development Plan provides for adjustments in budgets to effect greater efficiency and economics, but does not provide for any expansion in higher education programs or facilities beyond those already approved and underway.

Table 7.2. Higher Education Growth in Saudi Arabia, 1960–61 to 1985–86

Year	Total Enroll.	Percent Increase	# Women	# Men	# Univ.	# Girls Coll.	Teach. Staff	Study Abroad	Budget (Millions of U.S. Dollars)
1960–61	1,309	–	–	1,309	1	–	120	117	–
1964–65	3,083	136	66	3,017	2	–	231	946	–
1969–70	6,942	125	434	6,508	3	–	573	1,834	20.6
1974–75	19,093	175	2,922	16,171	5	2	1,741	5,310	218.9
1979–80	47,990	151	12,665	35,325	6	7	4,791	10,035	1,517.5
1980–81	54,509	14	16,079	38,430	6	7	5,841	11,921	2,171.5
1981–82	64,290	18	19,922	44,368	7	10	6,943	12,521	2,560.3
1982–83	75,118	17	24,480	50,638	7	11	7,928	11,097	2,838.6
1983–84	80,469	7	28,472	51,997	7	11	8,559	10,092	2,549.3
1984–85	93,040	16	34,624	58,416	7	11	8,561	–	3,035.3
1985–86	102,709	10	40,507	62,202	7	11	9,724	–	1,954.8

SOURCES: Kingdom of Saudi Arabia, Ministry of Higher Education, Directorate General for the Development of Higher Education, *Statistical Index on Progress of Higher Education During Quarter of a Century (from 1960–61 to 1984–85)*, Issue No. 3, pp. 21, 24; and Kingdom of Saudi Arabia, Ministry of Higher Education, Directorate General for the Development of Higher Education, *Statistical Index on Progress of Higher Education (from 1979–80 to 1985–86)*, Issue No. 4, pp. 22, 54, 70.

Table 7.3. Students in Higher Education by Level and Field of Study, 1985–86

Field of Study	Doctorate F	Doctorate T	Master's F	Master's T	Higher Diploma F	Higher Diploma T	Bachelor's F	Bachelor's T	% of Bach.	Below Bach. F	Below Bach. T
Agriculture	–	–	6	51	–	–	552	2,408	6	–	–
Econ. & Admin.	–	–	1	232	–	–	2,615	10,243	11	–	–
Education	88	88	458	799	34	171	10,413	18,355	19	–	73
Engineering	–	23	–	399	–	–	144	5,589	6	–	–
Humanities	29	73	154	355	–	–	14,630	24,817	26	68	1,338

(continued)

Islamic Studies	35	454	73	1,017	–	1	3,023	14,655	15	–	–
Medicine	8	21	15	42	–	–	2,467	5,857	6	–	–
Natural Sciences	2	5	94	285	–	–	3,981	10,075	10	–	100
Social Sciences	2	34	18	71	–	88	1,597	3,943	4	–	–
Not Specified	–	–	–	–	–	–	–	1,047	1	–	–
Total	164	698	819	3,251	34	260	39,422	96,989	100	68	1,511

Source: Kingdom of Saudi Arabia, Ministry of Higher Education, Directorate for the Development of Higher Education, *Statistical Index on Progress of Higher Education (from 1979–80 to 1985–86)*, Issue No. 4, p. 30.
Note: F = Female, T = Total, Bach. = Bachelor's.

Table 7.4. Enrollment by University, Saudi/Non-Saudi, and Sex, 1984–85

University/ College	Non-Saudi			Saudi			Total			Non-Saudi as % of Total
	F	M	T	F	M	T	F	M	T	
Imam Mohammed bin Saud Islamic	69	1,366	1,435	1,601	9,626	11,227	1,670	10,992	12,662	14.0
Islamic	–	2,616	2,616	–	520	520	–	3,136	3,136	84.8
King Abdulaziz	874	2,153	3,027	4,966	11,244	16,210	5,840	13,397	19,237	19.7
King Fahd	–	831	831	–	2,955	2,955	–	3,786	3,786	20.8
King Faisal	98	240	338	1,171	1,710	2,881	1,269	1,950	3,219	12.6
King Saud	1,175	3,408	4,583	3,954	15,987	19,941	5,129	19,395	24,524	19.2
Umm Al-Qura	667	1,369	2,036	4,607	4,391	8,998	5,274	5,760	11,034	21.5
Girls Colleges	1,642	–	1,642	13,800	–	13,800	15,442	–	15,442	13.1
Total	4,525	11,983	16,508	30,099	46,433	76,532	34,624	58,416	93,040	20.5

Source: Kingdom of Saudi Arabia, Ministry of Higher Education, Directorate General for the Development of Higher Education, *Statistical Index on Progress of Higher Education During Quarter of a Century (from 1960–61 to 1984–85)*, Issue No. 3, p. 34.
Note: F = Female, M = Male, T = Total.

Fortunately, facilities in Saudi Arabian universities—particularly those on new campuses—are excellent. Laboratories are provided with the latest and best equipment available.

Faculty

In 1983-84, the teaching staff in the seven universities and 11 girls colleges totaled 8,559, of which 77% were men. Table 7.5 illustrates the shortage of Saudi faculty members. Although Saudis represented about 42% of the total male teaching staff, and 40% of the total female teaching staff, there were no Saudi women holding the rank of professor, and only 9.1% of the professors' positions were held by Saudi men.

Doctorates are required for the ranks of professor, associate professor, and assistant professor in all Saudi institutions of higher education. Table 7.6 presents data on the 1983-84 distribution of teaching staff by academic qualifications and sex.

In summary, about 34% of the Saudi male teachers and 3% of the female teachers held doctorates, compared with 69% and 45% of the non-Saudi faculty members. Almost half (49%) of the non-Saudi teachers were from Egypt, 9% were from Sudan, and the remainder were from a variety of Arab and non-Arab countries, including 8% from the United States.

The Fourth Development Plan concludes that, overall, staffing levels within the universities and girls colleges are generous. Table 7.7 provides gross indices of staff work load by institution.

The 1983-84 student-teacher ratio (total enrollment divided by all teaching staff) was 9.4 to 1. The ratios, by institution, were as follows: Imam Mohammed bin Saud Islamic, 11.0 to 1; Islamic, 8.8 to 1; King Abdulaziz, 12.6 to 1; King

Table 7.5. Distribution of Saudi and Non-Saudi Teaching Staff by Academic Status, 1983–84

Academic Status	Saudi % of Total Staff		% Distribution of Saudis	
	Male	Female	Male	Female
Professor	9.1	–	2.2	–
Associate Professor	20.7	2.1	7.0	0.4
Assistant Professor	34.0	5.8	26.9	3.0
Lecturer	50.7	39.3	17.4	24.2
Teaching Assistant	69.2	66.7	46.5	72.4
Total	41.9	40.0	100.0	100.0

SOURCE: Kingdom of Saudi Arabia, Ministry of Higher Education, Directorate General for the Development of Higher Education, *Statistics of Higher Education in the Kingdom of Saudi Arabia, 1983–84*, Issue No. 7, p. 48.

Table 7.6. Saudi and Non-Saudi Teaching Staff by Academic Qualifications and Sex, 1983–84

	Saudi	Non-Saudi	% Saudi
Men Teachers			
Doctorate	934	2,627	26.2
Master's	505	599	45.7
Higher Diploma	8	98	7.5
Bachelor's	1,258	342	78.6
Other	42	145	22.5
Women Teachers			
Doctorate	24	541	4.2
Master's	201	405	33.2
Higher Diploma	2	43	4.4
Bachelor's	581	197	74.7
Other	–	7	–

SOURCE: Kingdom of Saudi Arabia, Ministry of Higher Education, Directorate General for the Development of Higher Education, *Statistics of Higher Education in the Kingdom of Saudi Arabia, 1983–84*, Issue No. 7, p. 49.

Table 7.7 Gross Indices of Staff Work Load by Institution, 1980–81 Through 1983–84

Institution	Ave. Ratio of Enroll. to Teaching Faculty	Ave. Ratio of Teaching Fac. to Admin. Staff
Imam Mohammed bin Saud Islamic	9.0:1	1.0:1
Islamic	8.5:1	0.9:1
King Abdulaziz	15.2:1	0.8:1
King Fahd	5.5:1	0.6:1
King Faisal	3.3:1	0.7:1
King Saud	7.0:1	0.7:1
Umm Al-Qura	8.4:1	1.7:1
Girls Colleges	9.6:1	1.9:1

SOURCE: Kingdom of Saudi Arabia, Ministry of Planning, *Fourth Development Plan, 1985–1990*, p. 282.

Fahd University of Petroleum and Minerals, 6.5 to 1; King Faisal, 3.8 to 1; King Saud, 8.8 to 1; Umm Al-Qura, 8.1 to 1; and Girls Colleges, 11.9 to 1.

Differences among the institutions may be accounted for, at least in part, by differences in size and/or program mix.

Study Abroad

The emphasis in study abroad has shifted from the bachelor's level to the graduate level. Of the Saudi students studying abroad in 1974-75, 73% were undergraduates, 15% were master's degree candidates, and 11% were work-

ing on their doctorates. Nine years later (1983-84), the proportions were 50%, 26%, and 24%, respectively. Currently, sponsored students may not go abroad for bachelor's degrees except under unusual circumstances.

Between 1979-80 and 1983-84, the number of Saudi students in the United States grew rapidly and then declined. According to the Ministry of Higher Education figures, the numbers for each year were as follows: 6,896 in 1979-80; 8,691 in 1980-81; 9,534 in 1981-82; 7,838 in 1982-83; and 6,550 in 1983-84. *Note: *Open Doors: 1983/84* (New York: Institute of International Education) reports, on the basis of a survey of U.S. colleges and universities, an enrollment of 8,630 students from Saudi Arabia. The difference may be explained, in part, by the enrollment of non-government sponsored students.

During this same period, Saudi students studying in other Arab countries declined from 1,990 to 1,574; increased in European countries (especially the United Kingdom) from 860 to 1,826; and declined from 289 to 4 in all other countries.

The Fourth Development Plan (1985-90) notes that the number of graduates coming from study abroad programs is lower, as a percentage of enrollment, than it is in the Kingdom. Total higher education abroad has averaged about 19% of total higher education enrollment (inside and outside the Kingdom) but has averaged slightly less than 10% of the graduates. Lower efficiency occurs primarily at the baccalaureate level. The Plan concludes, "Study abroad is costly and the return on investment is not very high; redirecting funds toward stimulating graduate studies within the Kingdom is, therefore, opportune." (Fourth Development Plan, 284)

Almost all Saudi students studying abroad are sponsored by the government or the universities. Table 7.8 shows the number of students studying abroad, by sponsoring authority.

Table 7.8. Saudi Students Abroad by Sponsoring Authority, 1983–84

Sponsoring Authority	Doctorate	Master's	Bach.'s	Below Bach.'s	Other	Total
Min. of Higher Education	218	498	1,288	1,321	671	3,996
Min. of Educ.	3	0	0	136	0	139
Other Ministries/ Organizations	121	302	1,226	359	1,688	3,696
Universities	880	559	59	13	711	2,222
Own Expense	0	1	32	6	0	39
Total	1,222	1,360	1,605	1,835	3,070	10,092

SOURCE: Kingdom of Saudi Arabia, Ministry of Higher Education, Directorate General for the Development of Higher Education, *Statistics of Higher Education in the Kingdom of Saudi Arabia, 1983–84*, Issue No. 7, p. 36.

There are no organized student exchange programs between the United States and the universities and girls colleges in Saudi Arabia. In 1983-84, only 49 higher education students from the U.S. were reported as enrolled in Saudi Arabia, most of them in Arabic language or Islamic studies.

University and College Profiles

The profiles present more information about each university and girls college. The detailed university information includes as many of the following items as were available: name; address; telex; telephone; background; enrollment; calendar; language of instruction; library; grading system; grade distribution; colleges, year established, and fields of study; linkages with other universities; length of degree programs; graduate degrees; admission requirements; faculty; centers and branches. Sample graduation certificates and/or transcripts may be found in Appendix A for the following universities: Imam Mohammed bin Saud Islamic, King Fahd, King Faisal, King Abdulaziz, King Saud, and Umm Al-Qura.

IMAM MOHAMMED BIN SAUD ISLAMIC UNIVERSITY, P.O. Box 5701, Riyadh 11432, Saudi Arabia. Telex: 401166 RIYADH. Telephone: 479-3014

Background: Established in 1974, the Imam Mohammed bin Saud Islamic University combined existing Colleges of Arabic Language, Qadha (Islamic Jurisprudence), and *Sharia* (Islamic Law) in Riyadh. As one of the two Islamic Universities in Saudi Arabia, Imam Mohammed has a special mission to provide training for Islamic specialists. Unlike the Islamic University in Madinah, however, its student body is primarily Saudi (86%). Women students may register for correspondence courses only. Branch compuses were established in Abha and Qaseem in 1976, Madinah in 1980, and Al Hasa in 1981. The University moved to a new, multi-billion dollar campus in Riyadh in 1986-87.

Enrollment: 1984-85—12,662 total (1,670 or 13% female, and 1,435 or 11% non-Saudi). 1985-86—11,809 total

Calendar: Each year is divided into two semesters, but all courses continue for the full year (annual system). Consideration is being given to instituting the credit hour system.

Language of Instruction: Arabic

Library: 572,796 volumes

Grading System:

Effective 1979–80		Prior to 1979–80	
90 –100	= Excellent	90 –100	= Excellent
80 – 89	= Very Good	80 – 89	= Very Good
70 – 79	= Good	65 – 79	= Good
60 – 69	= Pass	50 – 64	= Pass
Below 60	= Fail	Below 50	= Fail

Colleges, Years Established, Fields of Study:

Arabic and Social Sciences (Abha, 1981)

Arabic and Social Sciences (Qaseem, 1981)

Arabic Language (1954). Arabic Language & Literature, Linguistics
Dawa (Madinah, 1980)
Dawa (Propagation of Islamic Faith) (1976)
Qadha (Islamic Jurisprudence) (1965)
Sharia (Islamic Law) (1953). Islamic Economics & Political Systems, Islamic Jurisprudence, Islamic Law, Jurisprudence
Sharia and Islamic Studies (Al Hasa, 1981)
Sharia and Usul-Al-Din (Abha, 1976)
Sharia and Usul-Al-Din (Qaseem, 1976)
Social Sciences (1976). Administrative Sciences; Economics; Geography; History; History & Civilization; Islamic History, Culture, & Civilization; Library Science Information, & Mass Media; Psychology; Psychology & Evaluation; Social & Psychological Studies; Sociology

Graduate Degrees: Higher Diploma, Master's, Doctorate

Faculty (1983-84): 42% Ph.D.'s, 18% Master's, 2% Higher Diploma, 38% Bachelor's, 1% Other, for a total of 1,013

Centers: Arabic Language Institute, Research Center

Branches: Established in Abha and Qaseem in 1976, in Madinah in 1980, and in Al Hasa in 1981. The 1985-86 enrollments at each branch campus were as follows: Abha—2,478; Al Hasa—1,176; Madinah—115; Qaseem—2,045

Admission Requirements: Secondary education certificate with a min. grade of 70% (or Koranic secondary school with 60%), and an interview. Admission to graduate study requires a general grade of "Very Good."

ISLAMIC UNIVERSITY, Madinah, Saudi Arabia

Background: The Islamic University is an international Islamic institution established by royal decree in 1961 to provide training to promote the Islamic faith. The University accepts Muslim students—males only—from all over the world. Less than one-fifth of the students are Saudis. Operated initially under the Grand Mufti (the leader of the *ulema* or body of Islamic scholars, and the chief judge of Saudi Arabia), the Islamic University is now under the direction of the Council of Ministers.

Enrollment: 1984-85—3,136 total (2,616 or 83% non-Saudi, and no females). Enrollment by College (1983-84): Arabic Language, 445; Dawa (Propagation of Islamic Faith) and Usul-Al-Din (Principles of Religion), 740; Hadith (Sayings of Mohammed), 403; Holy Koran, 114; *Sharia* (Islamic Law), 1,358.

Language of Instruction: Arabic.

Colleges, Years Established, Fields of Study:
Arabic and Arts (1975). Arabic Language & Literature, History, Information & Mass Media, Islamic World Civilization, Linguistics
Dawa and Usul-Al-Din (1966). Islamic Studies, Preaching/Propagation of Islam, Principles of Islam
Hadith (1976). Sayings and Traditions of the Holy Prophet
Holy Koran (1974). Interpretations, Koranic Study
Graduate Studies (1976). Arabic Language, Islamic Studies, Literature & Criticism
Sharia (1961). Islamic Economics & Political System, Islamic Law

Graduate Degrees: Master's, Doctorate

Faculty (1983-84): 156 Ph.D.'s (41%), 97 Master's (26%), 11 Higher Diploma (3%), 112 Bachelor's (30%), 2 Other (0%), for a total of 378

Admission Requirements: Secondary education certificate from a religious secondary school or the equivalent

KING ABDULAZIZ UNIVERSITY, P.O. Box 1540, Jeddah 21441, Saudi Arabia. Telex: 201141 KUANI SJ. Telephone: 689-0252

Background: King Abdulaziz University was founded as a private institution in 1967, and assumed control of a College of *Sharia* (founded in 1949) and a College of Education (founded in 1955) in Makkah in 1971. (Both of these colleges were founded earlier, and both were made part of Umm Al-Qura University in 1981.) King Abdulaziz University grew, added colleges, became a public university in 1971, and is now the second largest in the Kingdom. A new campus site has been selected, where a new hospital and medical school are under construction.

Enrollment: 1984-85—19,237 total (5,840 or 30% female, and 3,027 or 16% non-Saudi). 1985-86—21,887 total (16,716 or 33% female on campus; 5,171 or 26% female external [correspondence]).

College	Undergraduate	Graduate
Arts & Humanities	4,230	102
College of Educ. (Madinah)	1,369	178
Earth Science	454	36
Economics & Administration	3,189	91
Engineering	1,607	77
Marine Science	146	3
Medicine & Medical Sciences	1,001	–
Meteorol. & Environ. Studies	205	41
Sciences	2,506	86
Unassigned as to College	1,395	–
Total	16,102	614

Calendar: Two semesters and an eight-week summer session. Each semester includes 15 weeks of instruction plus registration and one week of final exams.

Language of Instruction: English in the College of Medicine and Medical Technology, in most Engineering courses, and in some courses in the College of Earth Science and Marine Science. Textbooks in the College of Science are in English. All other instruction is in Arabic.

Library: 366,832 volumes.

Grading System:

Percentages	Letter Grade	Points	Descriptive Grade
90–100	A	4.0 to 5.0	Excellent
80–89	B	3.0 to 3.9	Very Good
70–79	C	2.0 to 2.9	Good
60–69	D	1.0 to 1.9	Pass
Below 60	E	zero	Fail

Course grades are based on 100 points, of which 20 are for the mid-term exam, 40 for the final exam, and 40 for work during the semester. Prior to fall 1981, letter grades were reported on transcripts. Beginning in fall 1981, percentages have been reported.

Grade Distribution (1985-86): Of the 6,127 grades issued in the College of Science at the end of the first semester, 10% were A's, 21% B's, 25% C's, 24% D's, and 20% E's.

Colleges, Years Established, Fields of Study:

Arts and Humanities (1969). Arabic Language, Civilization, Economics, English, Geography, History, Islamic Culture & Civilization, Islamic History, Sociology

Earth Sciences (1970). Applied Geology, Chemistry, Geophysics, Geology, Mineralogy, Petroleum Geology

Economics and Administration (1968). Accountancy, Business Administration, Economics, Finance & Administration, General Administration, Labor Administration, Public Administration

Education (Madinah, 1977). Adult Education, Arabic & Foreign Languages, Art Education, Curriculum, Dressmaking, Educational Plannning & Administration, Educational Psychology, Educational Technology & Methods of Instruction, Family Education, Household Management, Interior Decoration, Math, Nutrition, Physical & Health Education, Physical Sciences, Social Sciences, Special Education, Textiles, Vocational Education

Engineering (1974). Aeronautic, Architectural, Atomic, Aviation, Bio-, Biological, Building, Chemical, Civil, Computer, Design, Electrical, Engineering & Human Science, Environmental, Geological, Health, Heating, Industrial, Landscape, Mechanical, Mineral, Nuclear, Powers, Water Salination

Marine Science (1978). Fisheries & Marine Science, Oceanography

Medicine and Medical Sciences (1975). Anatomy, Biochemistry, Biology, Microbiology, Medical Technology, Medicine, Nursing, Parasitology, Pharmacology, Physiology

Meteorology (1975). Arid Zones Studies, Environmental Sciences, Hydrology, Meteorology

Science (1973). Astronomy, Biology, Chemistry, Computer Science, Geophysics, Math, Physics, Statistics

Degree Programs and Length: Bachelor's degree—128 semester hours and a cumulative average of not less than 2.0 (C). Earth Sciences diploma—2-year program. Engineering degree—5 years (includes one semester of intensive math and English for no credit). Medical degree—6 years (intensive English program included in the 6 years). Meteorology and Environmental Studies—2-year technology program.

Graduate Degrees: Master's—in Earth Sciences, Economics, Education, Engineering, Humanities, Marine Sciences, Meteorology, Sciences

Linkages with Other Universities: College of Medicine with Dublin Royal College, Ireland, and with the University of Washington, U.S.A.

Faculty (1983-84): 846 Ph.D.'s (60%), 235 Master's (17%), 11 Higher Diploma (1%), 294 Bachelor's (21%), 33 Other (1%), for a total of 1,419.

Centers: Islamic Economics Research Center, King Fahd Medical Research Center, and Research and Development Center in the College of Economics and Administration

Branches: The College of Education, established in 1977, is located in Madinah. All other colleges are in Jeddah.

Admission Requirements: Written examination, interview, and secondary education certificate. The min. score on the certificate changes from year to year and varies by College. For 1985-86, the scores were as follows:

Arts & Humanities	85	Marine Science	70
Earth Science	70	Medical Technology	80
Econ. & Admin.	80	Medicine (science division)	86
Education (Madinah)	70	Meteorol. & Environ. Studies	70
Engineering	80	Science	75

KING FAHD UNIVERSITY OF PETROLEUM AND MINERALS, P.O. Box 7592, Dhahran 31261, Saudi Arabia. Telex: 801060 UPM SJ. Telephone: 860-0000

Background: Established in 1963 as the College of Petroleum and Minerals, under the Ministry of Petroleum, the University gained the status and title of University in 1975, and supervision shifted to the Ministry of Higher Education. The University provides

advanced training in science and engineering to serve the petroleum and minerals industries in the Kingdom. In December, 1986, the university was renamed King Fahd University of Petroleum and Minerals. All instruction is in English, and students take a non-credit preparatory year before entering one of the undergraduate colleges. Emphasis during the year is on English language proficiency and preparation for the study of science and engineering in English. There are no women students.

Enrollment: 1984-85—3,786 total (831 or 22% non-Saudi, and no females). The 1985-86 total of 3,943 can be broken down by College, as follows: Applied Engineering, 351; Engineering Science, 1,175; Environmental Design, 242; Graduate Studies, 336; Industrial Management, 354; Preparatory Year, 1,319; Sciences, 166.

Calendar: First semester (1986-87)—Aug. 24 to Dec. 16. Second semester (1985-86)—Jan. 18 to May 6. Summer session (1986)—June 15 to Aug. 6.

Language of Instruction: English

Library: More than 200,000 volumes; 60,000 microfilm reels of journal backfiles; 250,000 research reports on microfiche.

Grading System:

A (Superior)	= 4.0	F (Failure) = 0.0
B (Commendable)	= 3.0	W (Withdrawal)
C (Average)	= 2.0	WP (Withdrawal/Passing)
D (Pass)	= 1.0	WF (Withdrawal/Failing)

Grade Distribution (1985-86): (Excluding the preparatory year) first semester was as follows: A - 16%, B - 26%, C - 29%, D - 13%, F - 7%, W - 8%.

Colleges, Years Established, Fields of Study:

College of Applied Engineering (1963). Applied Chemical Engineering, Applied Civil Engineering, Applied Electrical Engineering, Applied Mechanical Engineering

College of Engineering Science (1963). Chemical Engineering, Civil Engineering, Computer Science & Engineering, Electrical Engineering, Mechanical Engineering, Mining Engineering, Petroleum Engineering, Systems Engineering

College of Environmental Design (1981). Architectural Engineering, Architecture, City Planning

College of Graduate Studies (1973)

College of Industrial Management (1975). Accounting, Finance, Information Systems, Marketing, Operations Management

College of Sciences (1970). Chemistry, Earth Science, Islamic & Arabic Studies, Math Sciences, Physics

Degree Programs and Length: All bachelor's degree programs are four years in length (excluding the preparatory year). Master's, M.B.A., and Doctoral degrees are offered.

Graduate Degrees: Master of Science—in Chemical, Civil, Electrical, Mechanical, Petroleum Construction, and Systems Engineering; Chemistry, Geology, Math, Physics. Master of Business Administration. Doctor of Philosophy—in Chemical, Civil, Electrical, and Petroleum Engineering; Chemistry

Linkages with Other Universities: Until recently, the University worked closely with a consortium of U.S. and European universities, including, in the United States, California Institute of Technology, Colorado School of Mines, Massachusetts Institute of Technology, Princeton, Texas A and M, and Wentworth Institute of Technology (Boston). While the official relationships were discontinued in 1985, relationships continue on an "as needed" basis.

Faculty (1983-84): Ph.D.'s, 58%; Master's, 20%; Bachelor's, 13%; Other, 8%, for a total of 591 (66% non-Saudi).

Centers: Continuing Education and Educational Services, English Language Center, Research Institute (divisions of Economics and Industrial Research, Energy Resources, Geology and Minerals, Meteorology, Petroleum and Gas Technology, and Water Resources and Environment)

Admission Requirements: Secondary education certificate (science division only, except in the College of Industrial Management which will also accept arts division) and admissions test (verbal and math). After identifying those clearly admissible and those to be denied, the remaining applicants are interviewed. Of about 2,000 applicants each year, 1,000 to 1,100 are admitted, almost all to the preparatory year. A few qualify for entry directly into one of the colleges.

KING FAISAL UNIVERSITY, P.O. Box 380, Al Hasa, Saudi Arabia 31982. Telex: 661028 FAISAL SJ. Telephone: 586-0000. Dammam Campus: P.O. Box 1982, Dammam, Saudi Arabia 31441. Telex: 670020. Telephone: 857-7000

Background: King Faisal University, founded in 1975, has two campuses: one in Dammam, which houses the College of Medicine and Medical Sciences and the College of Architecture and Planning; and one in Al Hasa, where the Colleges of Administration and Planning, Agriculture and Food Science, Education, and Veterinary Medicine are located. Until 1983, the main office was located in Dammam. Al Hasa is now the main campus and the site for the university's administrative offices. King Faisal University was founded to serve the needs of the eastern province, where the specialized King Fahd University of Petroleum and Minerals is the only other university. A new campus has been designed for Al Hasa.

Enrollment (1984-85): 3,219 total (1,269 or 39% female; 338 or 11% non-Saudi)

Calendar (1985-86): First semester—Sept. 2 to Dec. 25. Second semester—Jan. 12 to May 7

Language of Instruction: English in the Colleges of Architecture and Planning, Medicine and Medical Sciences, and Veterinary Medicine. Arabic in all others. Initially, all instruction was in English and a preparatory year (non-credit) in English was required. This plan has been discontinued

Grading System:

Percentages	Letter Grade	Points	Descriptive Grade
90 –100	A	4.0	Excellent
80 – 89	B	3.0	Good
70 – 79	C	2.0	Fair
60 – 69	D	1.0	Weak
Below 60	F	0.0	Fail

Colleges, Years Established, Fields of Study:

Administrative Science and Planning (1984)

Agriculture and Food Science (1975). Agricultural Economics, Agricultural Engineering, Botany, Chemistry, Crops & Forage, Food & Dairy Technology, Home Economics, Horticulture, Plant Protection, Poultry & Animal Production, Soil & Water Reclamation, Water Resources

Architecture and Planning (Dammam, 1975). Architecture, Architecture & Engineering Sciences, Building Technology, Computer Science, Interior Design, Landscape Architecture, Math, Physics, Site Planning, Urban & Regional Planning

Education (1980). Agricultural Education, Educational Administration, Educational Guidance, Fine Arts Education, Math, Natural & Social Science, Physical Education, Psychology, Special Science

Medicine and Medical Sciences (Dammam, 1975). Community Medicine, Dental Medicine, Health Technicians, Internal Medicine, Microbiology, Nursing, Obstetrics/Gynecology, Pediatrics, Pharmacology, Surgery

Veterinary Medicine (1975). Animal Science, Veterinary Medicine

Graduate Degrees: Master's—in Agriculture and Architecture

Linkages with Other Universities: (Agreements were in effect during the establishment of the colleges concerned.)—Cornell, U.S.A. (Veterinary Medicine); Harvard, U.S.A. (Medicine); Massachusetts Institute of Technology, U.S.A., and Rice University, U.S.A. (Architecture and Planning); Texas A and M, U.S.A., and Virginia Polytechnic Institute and State University, U.S.A. (Agriculture).

Faculty: 1983-84—679 total (16% female, 43% Saudi, 50% Doctorate). 1984-85—736 total (13% female)

Centers: Animal Resources Center, Camel Research Center, Date Palm Research Center, Islamic Architecture Unit, Water Resources Center

Admission Requirements: Written examination, interview, and a secondary education certificate with a min. score which varies by College and year. Admission is very competitive for women (for first semester 1985, there were only 200 spaces in Education and approximately 1,000 applicants), less so for men. Secondary education certificate score required by the College of Education for 1985-86 was 80%.

KING SAUD UNIVERSITY, P.O. Box 2454, Riyadh 11451, Saudi Arabia. Telex: 401019 KSU SJ. Telephone: 467-0000

Background: King Saud University, the oldest and largest in the Kingdom, began operation in 1957-58 with the establishment of the College of Arts and an enrollment of 21 students. In 1985-86, the enrollment exceeded 27,000. Known first as King Saud University, then as the University of Riyadh, the name was changed again to King Saud University in 1982. In 1984-85, the University moved to its permanent home on a new $4 billion campus constructed on the outskirts of Riyadh. In addition to the main campus in Riyadh, King Saud University has two branch campuses—one in Abha, in southwestern Saudi Arabia, established in 1976; and the other in Qaseem, about 200 miles north of Riyadh, established in 1981.

Enrollment: 1984-85—24,524 total (5,129 or 21% female, and 4,583 or 19% non-Saudi). In 1985-86, the total was 27,882, broken down by college and sex:

College	Male	Female	Total
Administrative Sciences	2,970	963	3,933
Agriculture	1,063	263	1,326
Allied Medical Sciences	534	334	868
Arabic Institute (for non-Arabic students)	587	0	587
Architecture & Planning	315	0	315
Arts	2,439	2,726	5,165
Computer & Information Sciences	671	0	671
Core Curricula Program for Health Sciences	35	40	75
Dentistry	256	293	549
Education	4,023	89	4,112
Engineering	1,460	0	1,460
Graduate	429	175	604
Medicine	763	485	1,248

College	Male	Female	Total
Pharmacy	610	520	1,130
Sciences	2,346	667	3,013
Riyadh Total	18,501	6,555	25,056
ABHA BRANCH			
Core Curricula Progam for Health Sciences	168	0	168
Education	1,774	0	1,774
Medicine	65	0	65
Abha Total	2,007	0	2,007
QASEEM BRANCH			
Agriculture	300	0	300
Economics & Administration	519	0	519
Qaseem Total	819	0	819
University Total	21,327	6,555	27,882

Calendar (1985-86): First semester—Sept. 1 to Dec. 25. Second semester—Jan. 11 to May 7. Summer session—June 14 to Aug. 10.

Language of Instruction: English in the Colleges of Allied Medical Sciences, Architecture and Planning, Computer and Information Sciences, Dentistry, Engineering, Medicine, and Pharmacy; Arabic in all other colleges.

Library (1983-84): 429,796 volumes in the central library; 12 other libraries located in various academic divisions; total volumes, 1,150,851.

Grading System:

A	(90–100) = 5.0	C	(70–74) = 3.0
B +	(85–89) = 4.5	D +	(65–69) = 2.5
B	(80–84) = 4.0	D	(60–64) = 2.0
C +	(75–79) = 3.5	F	(below 60) = 1.0

Prior to 1973, students received one grade in each course at the end of the academic year. The grades were Excellent, Very Good, Good, Pass, and Fail.

Grade Distribution (1985-86): Distribution (end of first semester) was as follows:

Percent Distribution of Student Grade Point Averages

College	Below 2.0		2.0-2.74		2.75-3.49		3.50-4.24		4.25-5.0	
	M	F	M	F	M	F	M	F	M	F
Admin. Sciences	16	14	46	36	29	29	8	16	1	5
Allied Med. Sci.	31	25	33	35	26	20	7	14	3	6
Agric.	16	15	40	28	30	29	11	17	3	11
Arts	18	24	43	36	30	27	8	10	1	3
Computer & Info. Sci.	9	0	38	0	23	0	19	0	10	0
Dentistry	8	1	17	18	49	40	21	28	5	13
Education	20	10	42	26	28	27	9	25	1	11
Engineering	9	0	32	0	35	0	18	0	7	0
Medicine	4	4	23	26	38	32	23	25	12	13

College	Below 2.0		2.0-2.74		2.75-3.49		3.50-4.24		4.25-5.0	
	M	F	M	F	M	F	M	F	M	F
Pharmacy	20	10	37	31	21	20	16	18	6	21
Planning & Arch. Design	4	0	26	0	42	0	22	0	5	0
Sciences	31	12	41	26	18	25	8	25	2	13
Total	17		36		28		13		5	

Colleges, Years Established, Fields of Study:

Arabic Language Institute (1974 in College of Arts; became a separate unit in the University in 1975). Teaching Arabic language to nonspeakers of Arabic along with the dissemination of knowledge of Arabic culture and Islam. In addition, the institute prepares language instructors for programs similar to its own.

Center for University Studies for Women (1974). (Note: Fields in parentheses are those offered to women students.) College of Administrative Sciences (Accounting, Business Administration, Economics, Law, Public Administration); College of Agriculture (Home Economics, Nutrition); College of Allied Medical Sciences (all fields offered by the college); College of Arts (Arabic, English Language, Geography, History, Social Studies); College of Dentistry (all fields offered by the college); College of Education (Art Education, Education, Handicapped Student Education, Islamic Studies, Methodology of Teaching, Preschool Education, Psychology); College of Medicine (all fields offered by the college); College of Pharmacy (all fields offered by the college); College of Science (Biochemistry, Chemistry, Math).

College of Administrative Sciences (1959). Accounting, Business Administration, Economics, Law, Political Science, Public Administration, Quantitative Methods

College of Allied Medical Sciences (1976). Biomedical Technology, Clinical Lab Sciences, Community Health Sciences, Dental Health, Nursing, Radiological Sciences, Rehabilitation Sciences

College of Agriculture (1965). Agricultural Economy & Rural Sociology, Agricultural Engineering, Animal Production, Food Science, Plant Production, Plant Protection, Soil Science

College of Agriculture and Veterinary Medicine (in Qaseem, 1981). Agricultural Economy, Agricultural Engineering, Animal Production & Breeding, Horticulture & Forestry, Soil & Irrigation, Veterinary Medicine

College of Arts (1957). Arabic, Archaeology & Museumology, English, Geography, History, Library Science & Information, Linguistics, Mass Communications, (Journalism, Public Relations, Radio & TV), Social Studies (Social Work & Sociology), Translation

College of Business and Economics (in Qaseem, 1981). Accounting, Business Administration, Economics, Public Administration, Quantitative Methods

College of Computer and Information Sciences (1984). Computer Engineering, Computer Science, Computer Technology (2 1/2 year associate degree program also offered in Computer Technology), Information Systems

College of Dentistry (1975). Biomedical Dental Science, Preventive Dental Science, Removable Prosthodontics, Dental Science, Restorative Dental Science

College of Education (1966 as a joint UNESCO-Ministry of Education project; joined King Saud University in 1968). Arabic, Art Education, Biology, Chemistry, Curriculum & Instruction, Education, Educational Media & Technology, English, Geography, History, Islamic Studies, Physical Education, Physics, Psychology, Math, Preschool Education, Special Education

College of Education (in Abha, 1975). Biology, Chemistry, Curriculum & Instruction, Education, English, Geography, History, Islamic Culture & Arabic Language, Math, Physics, Psychology

College of Engineering (1962 as a joint UNESCO-Ministry of Education project; joined King Saud University in 1968). Chemical Engineering, Civil Engineering, Electrical Engineering, Industrial Engineering, Mechanical Engineering, Petroleum Engineering

College of Medicine (1967). Anatomy, Community Medicine, Forensic Medicine, General Surgery, Gynecology & Obstetrics, Internal Medicine, Medical Biochemistry, Nose & Throat, Opthamology, Pathology & Microbiology, Pediatrics, Physiology

College of Medicine (in Abha, 1980 by royal decree; joined King Saud University in 1981). Anatomy, Child Health, Clinical Biochemistry, Clinical Microbiology & Parasitology, Clinical Pharmacology & Therapeutics, Family & Community Medicine, Gynecology & Obstetrics, Internal Medicine, Pathology, Physiology, Surgery

College of Pharmacy (1959). Clinical Pharmacy, Pharmaceutical Chemistry, Pharmaceutics, Pharmacognosy, Pharmacology

College of Planning and Architectural Design (1984). Architecture, Construction Sciences, Design, Urban Planning

College of Sciences (1958). Astronomy, Botany, Chemistry, Geology, Math, Microbiology, Operation Research, Physics, Statistics, Zoology

The Graduate School (1978). Master of Arts—in Arabic Language, Curriculum & Instruction, Education, Geography, History, Islamic Studies, Media Studies & Educational Technology, Psychology, Sociology. Master of Science—in Agricultural Economics & Rural Sociology, Architecture, Botany, Chemical Engineering, Chemistry, Civil Engineering, Community Medicine, Electrical Engineering, Health & Hospital Administration, Math, Pharmaceutical Chemistry, Pharmacognosy, Pharmacology, Physics, Plant Production, Plant Protection, Soil Science, Statistics, Zoology. Doctor of Philosophy—in Arabic Language, Education, Geography, History

Linkages with Other Universities: Research cooperation between the College of Pharmacy and Purdue University (U.S.A.) to study the medical properties of herbs in the various regions of the Kingdom of Saudi Arabia; joint research groups with Khartoum University, Sudan; cooperative programs between the College of Engineering and University of Toronto (Canada) enabling students on scholarship from King Saud University to pursue graduate studies at the University of Toronto, organizing faculty exchange visits between the two universities, and training Saudi technicians in the various engineering fields in the laboratories and workshops of the College of Engineering, University of Toronto; cooperative agreements between the College of Allied Medical Science and the University of Texas (U.S.A.) and the College of Medicine of Baylor University (U.S.A.); cooperation between the College of Administrative Sciences and the University of London (Great Britain) in the Hospital Administration Program; cooperative agreement between the College of Engineering and the National Tsing Hua University, Hsinch (Taiwan) to supervise graduate students of nuclear engineering; scientific cooperation between the College of Allied Medical Sciences and the Universities of Alabama, and Oklahoma City (U.S.A.); cooperative agreement between the College of Administrative Sciences and the College of Commerce and Business Administration, University of Illinois (U.S.A.).

Faculty (1983-84): 1,256 Ph.D.'s (52%), 452 Master's (19%), 74 Higher Diploma (3%), 565 Bachelor's (23%—not teaching faculty but those preparing for graduate study), 72 Other (3%), for a total of 2,419.

Centers: Each College has a research center; in addition, the University has established an arid land center (1986), a community service center (1982), and two archaeological research centers.

Admission Requirements (1985-86):

College	Comprehens. High School: G.P.A. out of 5.0	Traditional High School: Percentage	Minimum % in Specified Subjects
	SECONDARY SCHOOL ARTS BRANCH		
Admin. Sciences	3.5	85%	–
Arch. & Planning	–	85%	–
Arts	2.9	75%	–
Education	3.0	75%	–
	SECONDARY SCHOOL SCIENCE BRANCH		
Admin. Sciences	3.5	80%	–
Agriculture	2.5	75%	75% in Chem., Biol., Physics
Allied Medical Sciences	2.5	75%	–
Arch. & Planning	3.5	75%	80% in Chem., Math, Physics
Arts	2.9	75%	–
Computer Science	4.0	80%	75% in Math
Computer Special Program for Diploma	2.75	60%	–
Dentistry	3.5	80%	80% in Chem., Engl., Physics
Education	2.5	65%	–
Engineering	3.5	75%	75% in Chem., Math, Physics
Medicine	4.0	85%	80% in Chem., Biol., Physics
Pharmacy	3.0	70%	70% in Chem., Math, Physics
Sciences	2.5	65%	–

ABHA BRANCH OF KING SAUD UNIVERSITY, P.O. Box 418, Abha, Saudi Arabia. Telex: 901133 RUABHA SJ. Telephone: 224-0870

Enrollment: See King Saud University

Grading System: Same as on main campus in Riyadh

Grade Distribution (1985-86): Grade averages in the first semester were as follows: 4.01–5.0 (10.2%), 3.01–4.0 (36.5%), 2.01–3.0 (37.8%), 1.01–2.0 (13.9%), 0.00–1.0 (1.6%)

Colleges, Years Established: *Education* (1975), *Medicine* (1981)

Admission Requirements:

College of Education—Secondary school, arts division (75%), science division (70%). For fall 1986, a written exam is also required.

College of Medicine (new campus under construction)—Secondary school, science division (80%). Also, written exam, interview, and a min. of 80% in secondary school courses in biology, chemistry, and physics.

QASEEM BRANCH OF KING SAUD UNIVERSITY, Buraidah, Saudi Arabia

Background: Established in 1981, the Qaseem branch currently houses two colleges: Agriculture and Veterinary Medicine; and Business and Economics. The former is located temporarily in Buraidah and the latter in Onaizah, cities about 20 miles apart in the Qaseem province. A new campus is under construction adjacent to the Qaseem Airport outside Buraidah, where both colleges will relocate.

Enrollment: See King Saud University

Language of Instruction: Arabic

Grading System: Same as on main campus in Riyadh

Colleges, Year Established: *Business and Economics* (1981); *Agriculture and Veterinary Medicine* (1981).

Degree Programs: B.S. in Agriculture Science (4 years); B.S. in Veterinary Medicine (5 years); B.S. in Accountancy, Economics, Finances, General Business, Marketing, Management (4 years)

Admission Requirements:

Agriculture and Veterinary Medicine—Secondary education certificate (science division) with min. of 70%; graduates of Model Technical Agricultural Institute with grade of "Very Good" and one-semester non-credit preparatory program in math and science with min. grade of 70%.

Business and Economics—Secondary education certificate with min. score of 70%, interview, one-semester non-credit preparatory program in English and math.

UMM AL-QURA UNIVERSITY, P.O. Box 3711, Makkah, Saudi Arabia. Telex: 440026 JAMMKA SJ. Telephone: 556-5421

Background: Umm Al-Qura may be translated as "mother of cities"—a reference to Makkah, where the main campus of the University is located. In 1949, a College of *Sharia* (Islamic Law) was established in Makkah, and in 1955, a College of Education, both under the Ministry of Education. In 1971, the two colleges joined King Abdulaziz University, then a private institution; and in 1981, Umm Al-Qura University was established and absorbed the two colleges, with about 3,000 students. Since then, the university has grown rapidly in size and scope, established a branch campus in Taif, and received government approval for a new campus, now being designed, which will be located partly in Makkah and partly just outside the city. The projected enrollment ceiling for 1990 is 15,000 men and 5,000 women.

Enrollment: 1984-85—11,034 total (5,274 or 48% female; 18% non-Saudi). 1985-86—10,204 total, broken down as follows:

	Men	Women	Total
Undergraduate	4,795	4,373	9,168
Graduate	687	349	1,036
Total	5,482	4,722	10,204

Calendar: Semester system with one week of registration, 15 weeks of classes, nine days of semester exams; eight-week summer session

Language of Instruction: Arabic

Library: 300,000 volumes (in Makkah)

Grading System:

Percentages	Letter Grade	Points	Descriptive Grade
90 –100	A	4.0 to 5.0	Excellent
80 – 89	B	3.0 to 3.9	Very Good

Percentages	Letter Grade	Points	Descriptive Grade
70 – 79	C	2.0 to 2.9	Good
60 – 69	D	1.0 to 1.9	Pass
Below 60	E	Less than 1.0	Fail

(100 = 5.0, 99 = 4.9, 91 = 4.1, etc.)

Prior to 1980:

A (Excellent)	= 4.0	D (Satisfactory)	= 1.0
B (Very Good)	= 3.0	E (Fail)	= 0.0
C (Good)	= 2.0		

Grade Distribution (1985-86): Of the 545 graduates at the end of the first semester, 50% had averages of 75 or less, 45% had averages of 79-93, and 5% had averages above 93. Students must have a "C" average to graduate.

Colleges, Years Established, Fields of Study:

Arabic Language (1981). Arabic Language & Literature, History, Languages & Literature Studies of the Islamic Countries

Arabic Language Institute (1980)

Dawa and Usul-Al-Din (Propagation of Islamic Faith and Principles of Religion) (1981). Comparative Religions, Principles of Religion & Preaching

Education (1955). Arabic & English Languages, Art Education, Communications, Curriculum, Educational Planning & Administration, Geography, Home Economics, Islamic Economics, Math, Natural & Social Science, Physical Education, Psychology, Social Services, Sociology

Education (Taif, 1981)

Engineering and Applied Sciences (1981). Applied Medical Sciences; Biology; Chemistry; Civil, Architectural Engineering; Computer Science; Engineering Sciences; Islamic Architecture; Math; Physics; Statistics

Sharia (Islamic Law) and Islamic Studies (1949). Islamic Economics & Political System; Islamic History, Culture, & Civilization; Islamic Law & Jurisprudence; Study of the Koran

Graduate Degrees: Master of Arts—in Arabic Language, Education, and *Sharia* (Islamic Law); Doctor of Philosophy—in Education

Linkages with Other Universities: University of Edinburgh, Scotland (Medical Science)

Faculty (1983-84): 519 Ph.D.'s (48%), 226 Master's (21%), 16 Higher Diploma (1%), 298 Bachelor's (28%—not teaching faculty but preparing for graduate study), 21 Other (2%), for a total of 1,080

Centers: Educational Research Center, Pilgrimage Research Center, Research Center for Islamic Values, Science Research Center, Social Science Research Center

Branches: College of Education in Taif

Admission Requirements: Min. of 75% on the secondary education certificate (higher in some departments), interview, and written departmental examination

GIRLS COLLEGES, Vice-Presidency of Girls Colleges, General Presidency of Girls Education, Riyadh, Saudi Arabia

Background: Most of the descriptive information about the Girls Colleges in Saudi Arabia is general in nature. Between 1970 and 1982, 11 colleges were established in various cities, each with a specific focus: seven in education, two in arts, one in sciences, and one in social work. They offer four-year bachelor's degrees, and some offer graduate programs including master's degrees in education, humanities, sci-

ence, and social work as well as the doctorate in education. Girls Colleges are strictly segregated, with all instruction provided by female faculty members. Their rapid growth in number and enrollment attests to their popularity, even though employment opportunities for women in Saudi Arabia are very limited. Only in the fields of allied medical professions (including nursing), education, and medicine are jobs available in any number. Some opportunities for work outside the home also exist in the women's banks and in women's retail clothing shops. Women are not permitted to drive. Transportation to and from classes is provided by the college or university, or by male relatives.

Enrollment (1983–84):

			Enrollment			Fac. by Degrees Held			
		Year	Under-	Grad.					
Name	City	Estd.	grad.	M	D	D	M	HD	B
Arts	Dammam	1979	3,132	4	–	15	28	2	22
Arts	Riyadh	1979	2,000	13	–	29	27	–	21
Education	Abha	1981	283	–	–	14	9	4	2
Education	Buraidah	1981	377	–	–	10	7	2	4
Education	Jeddah	1974	1,234	88	16	59	47	2	100
Education	Makkah	1975	517	19	–	17	25	–	34
Education	Madinah	1981	555	–	–	5	18	–	6
Education	Riyadh	1970	1,852	126	12	90	76	1	164
Education	Tabuk	1982	222	–	–	3	11	1	–
Science	Dammam	1979	921	7	–	44	21	–	11
Social Work	Riyadh	1975	331	–	–	11	8	2	28

Note: B = Bachelor's, D = Doctorate, HD = Higher Diploma, M = Master's.

Colleges and Fields of Study:

Arts. Arabic Language; English Language & Literature; Geography; History; Islamic History, Culture, & Civilization; Islamic Studies; Psychology; Social Studies; Sociology

Education. Arabic Language, Curriculum, Educational Psychology, English Language, Geography, History, Home Economics, Islamic Studies, Science, Social Sciences, Supervision & Administration

Science. Botany, Chemistry, Home Economics, Math, Physics, Statistics, Zoology

Social Work. Community Organization, Community Work, Group Work, Personal Services, Social Organization & Welfare, Social Services, Social Work

VIII. Guidelines and Placement Recommendations

The Saudi Arabian educational system is non-compulsory and free. Above the secondary level (and in vocational-technical education regardless of level), students also receive stipends. Saudi Arabia provides an array of economic benefits to its citizens, and poverty is virtually non-existent. Despite the absence of economic reasons for dropping out of school, the low retention rates in the Saudi educational system are of grave concern to educational planners. According to the Fourth Development Plan (1985-90), "Grade repetition contributes to dropout and is the cause of low efficiency and slow progression rates. For example, the average elementary school graduate requires 6.6 years to complete 6 years of elementary school. When the time spent by those who drop out of school before completion is considered, 7.5 pupil-years of effort are required to produce an elementary school graduate." (Fourth Development Plan, 271)

Drop-out rates between levels are also significant. For example, the attrition rate between intermediate and secondary school in 1983-84 was 26%. And, in 1984-85, only about 17% of the 19-year-old males and 11% of the females applied for admission to higher education. Students with lower academic ability and/or motivation do not complete general education, and only a limited proportion of the age group enter higher education. At the university level, grade distribution patterns suggest that few students earn top grades. These data supply strong evidence that the educational system in Saudi Arabia is academically highly selective.

Saudi universities vary in their minimum admission requirements. Not only are there differences among universities, but also among the colleges within the universities, and from year to year, reflecting the differences in pressure for admission. Minimum admission scores on the secondary education certificate range from 65% to 86%. In general, the highest minimums apply to the colleges of medicine.

A November, 1985 survey was conducted among international admission officers in U.S. universities enrolling a number of Saudi Arabian students. The 15 usable responses yielded information about some of the current practices in the admission and placement of students from Saudi Arabia. With regard to freshman admission, requirements ranged from possession of the secondary education certificate to a minimum certificate score of 80%. Of those institutions with established minimum admission scores on the secondary certificate, two reported scores of 66%, two 70%, five 75%, and one 80%. Some institutions also reported special requirements for certain curricula. The selectivity of the Saudi educational system suggests that careful consideration be given to secondary school graduates whose certificates carry scores of "Good" (65-74%) and above.

Almost all of the Saudi universities have established grading systems with letter grades (A through E or F) and numeric equivalents. The two Islamic universities have not yet converted from the percentage grading system, although the Imam Mohammed bin Saud Islamic University is giving consideration to that change. Of the remaining five universities, four use the 4.0 system, and one (King Saud) uses the 5.0 system.

With regard to undergraduate transfer admission, the U.S. institutions responding to the survey reported minimum required grade point averages ranging from 2.0 to 3.0 (on a 4.0 scale). This compares, in general, to scores of 70% to 80% and averages of "Good" to "Very Good" for those Saudi universities which do not use numeric equivalents of letter grades in their grading systems.

In considering transfer credit from non-university courses, such as those offered by the Higher Technical Institute, the Higher Institute for Financial and Commercial Sciences, the Technical College, and the Institute of Public Administration, admissions officers should review the syllabus carefully to assure that the courses completed in the sending institutions are comparable in level and content to courses offered by the receiving institution.

English is a required subject in the schools, beginning with the first grade of the intermediate school (grade 7) and continuing through the last year of secondary school (grade 12). It is also the language of instruction in one university (King Fahd University of Petroleum and Minerals) and in a number of colleges, such as engineering and medicine, in King Saud, King Abdulaziz, and King Faisal Universities. Students may, however, still experience difficulty with English language proficiency examinations.

Scholarships from Saudi Arabia for study abroad are generous. They include not only tuition and fees, room and board, books, clothing, and medical-dental expenses, but also one year of intensive English study in the United States, if needed, prior to beginning an academic program. For this reason, a number of U.S. institutions offer provisional or conditional admission to applicants from Saudi Arabia whose academic credentials meet their admission requirements, pending satisfactory performance on the Test of English as a Foreign Language (TOEFL) or other admission examinations, such as the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT). A letter to the applicant indicating such provisional or conditional admission and specifying deficiencies that must be met to enter the academic program will enable the Saudi student to meet the requirement for a Saudi government or university scholarship for study abroad. Other U.S. universities require a minimum TOEFL score before granting admission. Minimum scores reported by survey respondents ranged from 500 to 550.

U.S. admissions officers may encounter questions about the Saudi Arabian National Center for Science and Technology (SANCST), which was renamed the King Abdulaziz City for Science and Technology (KACST) in 1985. SANCST was founded in 1977 as an independent scientific organization under the Prime Minister. It is a national research center similar to the National Science Foundation in the United States. In 1985, along with the change in name,

construction began on a large complex of research institutes, offices, conference centers, laboratories, and staff housing, on a site adjacent to King Saud University in Riyadh.

KACST awards research grants to scientists at Saudi Arabian universities, research institutions, and other agencies, and also conducts research with its own staff. KACST research institutes have been established in the following fields: energy; petroleum and petro-chemical resources; arid lands; industrial, environmental and natural resources; and instrumentation. Major projects include solar energy, aquaculture, a national observatory, and a lunar observatory. KACST does not provide formal educational programs nor issue educational certificates or diplomas, but staff members are sent abroad for graduate and postgraduate study.

Admissions officers may also encounter questions about the Arab Security Studies and Training Center. This institution was founded in Riyadh in 1983 by the League of Arab States, and is not a part of the educational system of Saudi Arabia. Only the holders of bachelor's degrees are admitted. Following completion of one year of study, the student is awarded a diploma; at the end of two years of study, the student is awarded a master's degree. Information concerning fields of study is not available. The question of transferability of credit has not been raised at King Saud University, where no programs in security studies are offered.

Transcripts from colleges and universities in Saudi Arabia are normally issued in English or with English translations. The years may be expressed in terms of the Islamic calendar, however. The Islamic calendar of Saudi Arabia is based on the lunar year of 354 or 355 days, comprised of 12 months of 29 or 30 days. The calendar began with the *Hegira*, the migration of the prophet Mohammed from Makkah to Madinah in 622 A.D. The Islamic calendar years are noted as A.H. *(Anno Hegira)* in contrast to A.D. *(Anno Domini)* in the Gregorian calendar.

The difference between the length of the solar year (365 1/4) days and the lunar year acccounts for the difficulty of converting dates from the Islamic to the Gregorian calendar. One method of conversion is to use the following equation on the basis that every 32 Gregorian solar years are approximately equal to 33 Muslim lunar years.

$$A.D. = 622 + (32/33 \times A.H.)$$

The formula yields only the year in which the corresponding year began, however. For example, A.H. 1398 began on December 12, 1977, but most of 1398 fell in A.D. 1978. A more convenient method of conversion, currently, is to add 580 to the Islamic calendar year to obtain the Gregorian year. Thus, 1402 A.H. becomes 1982 A.D.

The Saudi Arabian Educational Missions in the United States serve as agents for the ministries, departments, and universities in Saudi Arabia who send students to this country. The Missions are divisions of the Ministry of Higher Education, and U.S. admissions officers can contact them when questions arise concerning applicants or enrolled students.

The first Saudi Arabian Educational Mission to the United States was opened in 1956 in New York City, and moved to Houston in 1975. A branch office was opened in California in 1976. In 1985, the headquarters office was moved to Washington, D.C., and five regional branch offices were opened. Since then, the branch offices in Chicago and Denver have been closed. The addresses and telephone numbers of the current offices, and the states covered by each, are as follows:

—Main Office
601 New Hampshire Avenue, N.W., Washington, DC 20037
Telephone: 202/342-3800

—California Branch
611 Antone Boulevard, Costa Mesa, CA 92626
Telephone: 714/754-0606
(Arizona, California, Colorado, Idaho, Kansas, Montana, Nebraska, North Dakota, Nevada, Oregon, South Dakota, Utah, Washington, Wyoming)

—Houston Branch
5718 Westheimer Street, Suite 900, Houston, TX 77057
Telephone: 713/781-6556
(Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, Missouri, New Mexico, Oklahoma, Tennessee, Texas)

—Washington Branch
P.O. Box 25537, Washington, DC 20037
Telephone: 202/337-9450
(Connecticut, Delaware, District of Columbia, Illinois, Indiana, Iowa, Maine, Maryland, Massachusetts, Michigan, Minnesota, New Hampshire, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina, Vermont, Virginia, West Virginia, Wisconsin)

It should be noted that in Saudi Arabia, as in the United States and elsewhere, educational programs are constantly being revised in both large and small ways. For example, in Saudi Arabia consideration is being given to phasing out secondary vocational schools in favor of the postsecondary technical college, secondary teacher training institutes are giving way to junior colleges, and new programs are being developed in higher education. In any dynamic society, a description of the educational system can be only a snapshot at a particular time, certain to change in detail even before the snapshot is developed. Users of this volume should not be surprised to find revised curricula as well as new programs, structures, terminology, and documentation appearing in the educational system in the months and years ahead.

Placement Recommendations

The Role of the National Council on the Evaluation of Foreign Educational Credentials

The placement recommendations that follow have been approved by the National Council on the Evaluation of Foreign Educational Credentials. In order that these recommendations may be of maximum use to admissions officers, the following information on the development of the terminology used in stating the recommendations, along with instructions for their use, is offered by the Council and the World Education Series Committee.

The recommendations deal with all levels of formal education in roughly chronological order up through the highest degree conferred. Recommendations, as developed through discussion and consensus in the Council, are not directives. Rather, they are general guidelines to help admissions officers determine the admissibility and appropriate level of placement of students from the country under study.

The recommendations should be applied flexibly rather than literally. Before applying the recommendations, admissions officers should read the supporting pages in the text and take into account their own institutional policies and practices. For example, a recommendation may be stated as follows: ". . . may be considered for up to 30 semester hours of transfer credit. . ." The implication is that the U.S. institution may consider giving less than or as much as one year of transfer credit, the decision to be based on various factors—the currentness of the applicant's transfer study, applicability of the study to the U.S. curriculum, quality of grades, and the receiving institution's own policies regarding transfer credit. Similarly, the recommendation ". . . may be considered for freshman admission" indicates possible eligibility only; it is not a recommendation that the candidate be admitted. Although consideration for admission at the same level may be recommended for holders of two different kinds of diplomas, use of identical phrasing in the recommendations does not mean that the two diplomas are identical in nature, quality, or in the quantity of education they represent.

In most cases, the Council will not have attempted to make judgments about the quality of individual schools or types of educational programs within the system under study. Quality clues are provided by the author and must be inferred from a careful reading of the text.

Certain phrases used repeatedly in the recommendations have acquired, within Council usage, specific meanings. For example, "through a course-by-course analysis" means that in dealing with transfer credit, each course taken at the foreign institution is to be judged on an individual basis for its transferability to the receiving institution. Another phrase "where technical training is considered appropriate preparation" suggests that the curriculum followed by the candidate is specialized, and this wording is often a hint that within the foreign system the candidate's educational placement options are limited to certain curriculums. However, while the Council is aware of the educational policies of the country under study, the Council's policies are not necessarily set in conformity with that country's policies. Rather, the recommendations reflect U.S. philosophy and structure of education.

In voting on individual recommendations, Council decisions are made by simple majority. Although consistency among volumes is sought, some differences in philosophy and practice may occur from volume to volume.

Placement Recommendations

Credential	Minimum Entrance Requirement	Length of Study	Gives Access in Country to	Placement Recommendation
A. Elementary, Intermediate, and Secondary Credentials				
1. Literacy Certificate (*Shahadat Itmaam Marhalat Al-Mukaafaha*, p. 11)	–	2 years	–	May be placed in grade 5.
2. Certificate of Completion of Elementary Studies for Adults (*Shahadat Itmaam Ad-Diraasat Al-'ibtidaa'iyyah lil Kabaar*, p. 11)	Literacy Certificate	2 years	intermediate school	May be placed in grade 7.
3. Elementary School Certificate (*Shahadat Al-Madaaris Al-'ibtidaa'iyyah*, pp. 9–10)	–	6 years	intermediate school	May be placed in grade 7.
4. Intermediate Education Certificate (*Shahadat Al-Kafa'at Al-Mutawassita*, pp. 12–13)	elementary school certificate	3 years	secondary school	May be placed in grade 10.
5. Secondary Education Certificate (*Shahadat Al-Marhalat Al-Thanawiyyat*, pp. 14–16)	intermediate education certificate	3 years	further education	May be considered for freshman admission.

(continued)

Credential	Minimum Entrance Requirement	Length of Study	Gives Access in Country to	Placement Recommendation
6. Religious Institute Secondary Education Certificate (*Shahadat Al-Thanawiyyat Al-'aama lil Ma'aahid Al-Ilmiyah*, pp. 16–17)	intermediate education certificate	3 years	further education (normally in humanities and social studies only)	May be considered for freshman admission where the specialized secondary curriculum is considered appropriate preparation.
7. Comprehensive Secondary School Certificate (*Shahadat Al-Thanawiyyat Al-'aama Ash-Shaamila*, pp. 17, 18–19)	intermediate education certificate	3 years	further education	May be considered for freshman admission after careful review of the program.
8. New Comprehensive Secondary School Certificate (*Shahadat Al-Thanawiyyat Al-'aama Al-Mutawwarah*, pp. 17, 19–22)	intermediate education certificate	3 years	further education	May be considered for freshman admission.
9. Al-Nour Institute for the Blind Secondary School Certificate (*Shahadat Al-Thanawiyyat Al-'aama lil Makafoofeen*, p. 22)	intermediate education certificate	3 years	further education	May be considered for freshman admission.
10. ARAMCO Industrial Training Center (ITC) Certificate (pp. 23–25)	secondary education certificate or ARAMCO recommendation	Variable	further education	May be considered for freshman admission.

11. ARAMCO College Preparatory Program (CPP) Certificate (pp. 23–25)	secondary education certificate	Variable	further education	Primarily an enrichment certificate; admission and placement should be based on other credentials.
B. Vocational and Technical Credentials				
12. Vocational Training Certificate (*Shahadat At-Tadreeb Al-Mihani*, pp. 26–27)	fifth grade	1 to 1½ years	employment	Primarily a vocational certificate; placement should be based on other credentials.
13. Certificate of the Institute for Instructor Training and Curriculum Development (*Shahadat Ma'had Tadreeb Al-Mudarriseen Wa Tatweer Al-Manaahij*, p. 27)	elementary school certificate plus secondary vocational certificate or work experience	2 years	employment	Primarily a vocational certificate; placement should be based on other credentials.
14. Certificate of Technical Nursing (*Shahadat At-Tamriidh Al-Fanni*, pp. 30–31)	elementary school certificate	3 years	employment	May be considered for placement in grade 10 after careful review of the program.
15. Certificate of the Technical Assistants Institute (*Shahadat Ma'had Al-Musaa'ideen Al-Fanniyyeen*, p. 30)	intermediate education certificate	2 years	employment	May be considered for placement in grade 12 after careful review of the program.

(continued)

Credential	Minimum Entrance Requirement	Length of Study	Gives Access in Country to	Placement Recommendation
16. Health Institute Diploma (*Diplom Al-Ma'had Al-Sihhi*, pp. 30–31)	intermediate education certificate	3 years	employment	May be considered for freshman admission where the specialized secondary curriculum is appropriate preparation.
17. Secondary Vocational School Diploma (*Diplom Al-Madaaris Ath-Thanawiyyat Al-Mihaniyyat*, pp. 27–28, 29, 30)	intermediate education certificate	3 years	Higher Technical Institute	May be considered for freshman admission where vocational education is appropriate preparation.
18. Secondary Commercial School Diploma (*Diplom Al-Madaaris Al-Tijaariyyah*, pp. 28, 29, 30)	intermediate education certificate	3 years	further education	May be considered for freshman admission where the specialized program is appropriate preparation.
19. Secondary Agricultural School Diploma (*Diplom Al-Madaaris Az-Ziraa'iyyah*, pp. 28, 29, 30)	intermediate education certificate	3 years	employment or further education	May be considered for freshman admission where the specialized program is appropriate preparation.
20. Technical College Certificate (*Ash-Shahadat Al-Jami'iyya Al-Mutawassita*, p. 31)	secondary education certificate or secondary vocational school diploma	2 years	employment	May be considered for undergraduate admission with 0–60 semester hours of transfer credit based on a careful review of the syllabus.

21.	Certificate of the Higher Technical Institute (*Shahadat Al-Ma'had Al-Fanni Al'aali*, p. 31)	secondary education certificate	2 years	employment or further education	May be considered for undergraduate admission with 0–60 semester hours of transfer credit based on a careful review of the syllabus.
22.	Diploma of the Higher Technical Institute (*Diplom Al-Ma'had Al-Fanni Al'aali*, p. 31)	Certificate of the Higher Technical Institute or Technical College Certificate	1 year	employment	May be considered for 0–30 semester hours of undergraduate transfer credit based on a careful review of the syllabus.
23.	Diploma of the Higher Institute for Financial and Commercial Sciences (*Diplom Al-Ma'had Al-'aali Fil-Uloom Al-Maliyyah*, pp. 31–32)	secondary education certificate	2 years	employment	May be considered for undergraduate admission with 0–60 semester hours of transfer credit based on a careful review of the syllabus.
24.	Institute of Public Administration Certificate of Completion of the Course in (banking studies; data processing; hospital administration; library science; personnel studies; secretarial studies; or store administration) (*Shahadat Itmaam Dawrat Ma'had Al-'idaarah Al-'aammah Fi_____* , pp. 32–34)	secondary education certificate	2–3 years	employment	May be considered for undergraduate admission with 0–30 semester hours of transfer credit per year based on a careful review of the syllabus.

(continued)

Credential	Minimum Entrance Requirement	Length of Study	Gives Access in Country to	Placement Recommendation
25. Institute of Public Administration Certificate of Completion of the Course in (legal studies; financial control; or banking studies) (*Shahadat Itmaam Dawrat Ma'had Al-'idaarah Al-aammah Fi_____*, pp. 32, 34–35, 36)	bachelor's degree	2 years	employment	May be considered for graduate admission with 0–60 semester hours of transfer credit determined through a course-by-course analysis.
C. Teacher Training Credentials				
26. Certificate of the Teacher Upgrading Center (*Shahadat Marakiz Ad-Dirasaat Al-Takmeeliyaa*, p. 40)	intermediate education certificate or Intermediate Teacher Training Institute Certificate	2 years	employment	May be placed in secondary school based on a review of the program content.
27. Certificate of Completion of the English Language Teacher's Course (p. 47)	secondary education certificate or Secondary Teacher Training Institute Certificate	3 years	employment	Admission and placement should be based on other credentials.
28. Koranic Secondary School Certificate (*Shahadat Al-Thanawiyyat Al-aama Li Tahfeedh Al-Koran*, pp. 38, 39–40)	intermediate education certificate	3 years	further education (normally in humanities and social studies only)	May be considered for freshman admission where the program followed is appropriate preparation.

29.	Secondary Teacher Training Institute Certificate (*Shahadat Ad-Dirasah Al-Thanawiyyat Li-Ma'ahad Tadreeb Al-Mu'allimeen*, pp. 37–40)	intermediate education certificate	3 years	Junior College for Teachers	May be considered for freshman admission where the specialized curriculum is appropriate preparation.
30.	Secondary Certificate of Art Education (*Shahadat Al-Thanawiyyat Al-'aama Fi At-Tarbiyat Al-Funniyya*, p. 43)	intermediate education certificate	3 years	Junior College for Teachers	May be considered for freshman admission where the specialized curriculum is appropriate preparation.
31.	Secondary Certificate of Physical Education (*Shahadat Al-Thanawiyyat Li At-Tarbiyat Al-Riyadhiyyah*, pp. 44–45)	intermediate education certificate	3 years	Junior College for Teachers	May be considered for freshman admission where the specialized curriculum is appropriate preparation.
32.	Diploma for Science and Mathematics Center (*Diplom Markiz Al-'uloom Wa Ar-Riyadhiyyah*, pp. 45–46)	secondary education certificate	2 years	further education	May be considered for undergraduate admission with 0–60 semester hours of transfer credit determined through a course-by-course analysis.
33.	Qualification for Teaching in Intermediate Schools (*Kafa'at At-Tadrees Fi Al-Madaaris Al-Mutawassita*, pp. 45–46)	Diploma for Science and Mathematics Center	1 year	employment or further education	May be considered for 0–30 semester hours of undergraduate transfer credit determined through a course-by-course analysis.

(continued)

Credential	Minimum Entrance Requirement	Length of Study	Gives Access in Country to	Placement Recommendation
34. Diploma for Junior College Training for Teachers (*Diplom Al-Kulliyyat Al-Mutawassita Li Tadreeb Al-Mu'allimeen*, pp. 40–43)	secondary education certificate	2 years	employment or further education	May be considered for 0–60 semester hours of undergraduate transfer credit determined through a course-by-course analysis.
35. Certificate of Completing the Intensive Program in (name of subject) (*Shahadat Itmam Dawrat Mukathafa Fi_____*, p. 41)	Diploma for Junior College Training for Teachers	1 year	employment or further education	May be considered for 0–30 semester hours of undergraduate transfer credit determined through a course-by-course analysis.
D. University Credentials				
36. Diploma in Computer Technology (*Diplom Al-Mutawassita Fi Teqniya Al-Haasibaat*, p. 50)	secondary education certificate	2 ½ years	employment	May be considered for undergraduate admission with 0–60 semester hours of transfer credit determined through a course-by-course analysis.
37. Diploma in Earth Science (*Diplom 'ilm Al-Ardh*, pp. 50–51)	secondary education certificate	2 years	employment	May be considered for undergraduate admission with 0–60 semester hours of transfer credit determined through a course-by-course analysis.

38. Certificate in Meteorology (*Shahadat Tanabbu' Jawwi*, pp. 50–51)	secondary education certificate	2 years	employment	May be considered for undergraduate admission with 0–60 semester hours of transfer credit determined through a course-by-course analysis.
39. Bachelor of Military Science (*Baccaloreus Al-'uluum Al-'askariyyah*, pp. 48–49)	secondary education certificate	3 years	employment or further education	May be considered for undergraduate admission with 0–90 semester hours of transfer credit determined through a course-by-course analysis.
40. Bachelor of Naval Science (*Baccaloreus Al-'uluum Al-Bahriyya*, pp. 48–49)	secondary education certificate	3 years	employment or further education	May be considered for undergraduate admission with 0–90 semester hours of transfer credit determined through a course-by-course analysis.
41. Bachelor of Air Force and Aviation Technology (*Baccaloreus Al-Tayaraan*, pp. 48–49)	secondary education certificate	3 years	employment or further education	May be considered for undergraduate admission with 0–90 semester hours of transfer credit determined through a course-by-course analysis.
42. Bachelor of Arts (*Baccaloreus Fi Al-Aadaab*, p. 51)	secondary education certificate	4 years	graduate education	May be considered for graduate admission.

(continued)

Credential	Minimum Entrance Requirement	Length of Study	Gives Access in Country to	Placement Recommendation
43. Bachelor of Science (*Baccaloreus Fi Al-'uluum*, p. 51)	secondary education certificate	4–5 years	graduate education	May be considered for graduate admission.
44. Bachelor of Veterinary Medicine (*Baccaloreus Az-Ziraa' at Wa Tibb Al-Baytari*) or Bachelor of Veterinary Medicine and Animal Surgery (*Baccaloreus Fi Tibb Wa Jiraahat Al-Hayawan*, p. 51)	secondary education certificate	5 years	practice	A first professional degree in veterinary medicine; may be considered for graduate admission.
45. Doctor of Dental Science (*Doktoor Fi Tibb Al-Asnaan*, p. 51)	secondary education certificate	5 years	practice	A first professional degree in dentistry; may be considered for graduate admission.
46. Doctor of Medicine (*Doktoor Fi Tibb Al-Bashari*, p. 51)	secondary education certificate	6 years	practice	A first professional degree in medicine; may be considered for graduate admission.
47. Higher Diploma (*Al Diplom Al Aaliyah*, p. 51)				
a. To prepare graduates of colleges other than education to teach in intermediate and secondary schools.	bachelor's degree	1 year	employment	Admission should be based on other credentials; may yield 0–30 semester hours of undergraduate transfer credit determined through a course-by-course analysis.

b. To prepare teachers with bachelor's degrees to become school principals.	bachelor's degree	1 year	employment	Admission should be based on other credentials; may yield possible graduate transfer credit based on a careful review of the syllabus.
48. Master's degree (*Darajat Al Majisteer*, pp. 51–52)	bachelor's degree	2 years	further education	May be considered comparable to a U.S. master's degree.
49. Master of Business Administration (*Majisteer Fi Idaarat Al-A'Maal*, pp. 52–53)	bachelor's degree	2 years	further education	May be considered comparable to a U.S. master's degree in business administration.
50. Doctor of Philosophy (*Darajat Al Doctoorah*, pp. 51–52)	master's degree	3 years	–	May be considered comparable to a U.S. earned doctorate.

Appendix A
Sample Documents

KINGDOM OF SAUDI ARABIA
MINISTRY OF EDUCATION
DIRECTORATE GENERAL
OF EXAMINATIONS

المملكة العربية السعودية
وزارة المعارف
الادارة العامة للامتحانات

GENERAL SECONDARY EDUCATION
CERTIFICATE EXAMINATION
SCIENTIFIC SECTION

اختبار شهادة الدراسة الثانوية العامة

1994 / 1995 AD

القسم العلمي

TRANSCRIPT كشف الدرجات

Student's Name

Nationality: Palestine Place & Date of Birth: Syria 1976

Name of School: SIHAT SECONDARY SCHOOL

	SUBJECTS	Possible Mark	Passing Mark	Marks Obtained		الدرجة النهائية	النهاية الصغرى	النهاية الكبرى	المواد	
RELIGION	The Holy Koran	100	50	95		٩٥	٥٠	١٠٠	القرآن الكريم	التربية الدينية
	Islamic Theology	100	50	79		٧٩	٥٠	١٠٠	توحيد	
	Islamic Traditions & Culture	100	50	62		٦٢	٥٠	١٠٠	الفقه والثقافة الاسلامية	
ARABIC	Literature Texts & History	100	50	66		٦٦	٥٠	١٠٠	الأدب (النصوص والتاريخ)	اللغة العربية
	Grammar & Morphology	100	50	50		٥٠	٥٠	١٠٠	النحو والصرف	
SCIENCE	Physics & Mechanics	100	50	51		٥١	٥٠	١٠٠	فيزياء وميكانيكا	العلوم
	Chemistry	100	50	50		٥٠	٥٠	١٠٠	كيمياء	
	Biology	100	50	66		٦٦	٥٠	١٠٠	أحياء	
	Geology	100	50	70		٧٠	٥٠	١٠٠	جيولوجيا	
Mathematics		300	150	150		١٥٠	١٥٠	٣٠٠	الرياضيات	
English		100	50	50		٥٠	٥٠	١٠٠	اللغة الانجليزية	
Total		1200	600	787		٧٨٧	٦٥٠	١٢٠٠	مجموع المواد	
Physical Education		100	–	96		٩٦	–	١٠٠	التربية الرياضية	
Conduct		15	–	15		١٥	–	١٥	السلوك	
Attendance		15	–	15		١٥	–	١٥	المواظبة	
GRAND TOTAL		1430	650	913		٩١٢	٦٥٠	١٤٣٠	المجموع العام	
GRADE: Good									التقدير: جيد	

رئيس لجنة النظام والمراقبة
HEAD OF CONTROL COMMITTEE

محمد أمين فلاته

1.a General Secondary Education Certificate Examination Transcript—Scientific Section (Arabic and English)

1b. General Secondary Education Certificate—Scientific Section (Arabic)

Kingdom of Saudi Arabia
Ministry of Education
Directorate General of Examinations

Seat Number

The General Secondary Education Certificate
Scientific Section
1404-1405 Hegira

Name of student as it appeared on Intermediate Education Certificate — in Arabic _____
in English _____

Nationality _____

School _____

ID or Passport No. ___ Date of Issuance ___ Place of Issuance ___

Date of Birth _____ Place of Birth _____

Date of Obtaining Secondary Education Certificate _____

Father's Name _____

Father's Address _____

Student's Signature	Signature of Employee Responsible for the Accuracy of the Data	School Principal's Signature	Signature of the District Examination Director
_____	_____	_____	_____

1c. General Secondary Education Certificate—Scientific Section (English)

KINGDOM OF SAUDI ARABIA
MINISTRY OF EDUCATION
DIRECTORATE GENERAL
OF EXAMINATIONS

اختبار شهادة الدراسة الثانوية العامة
GENERAL SECONDARY EDUCATION
CERTIFICATE EXAMINATION
LITERARY SECTION

المملكة العربية السعودية
وزارة المعارف
الادارة العامة للامتحانات

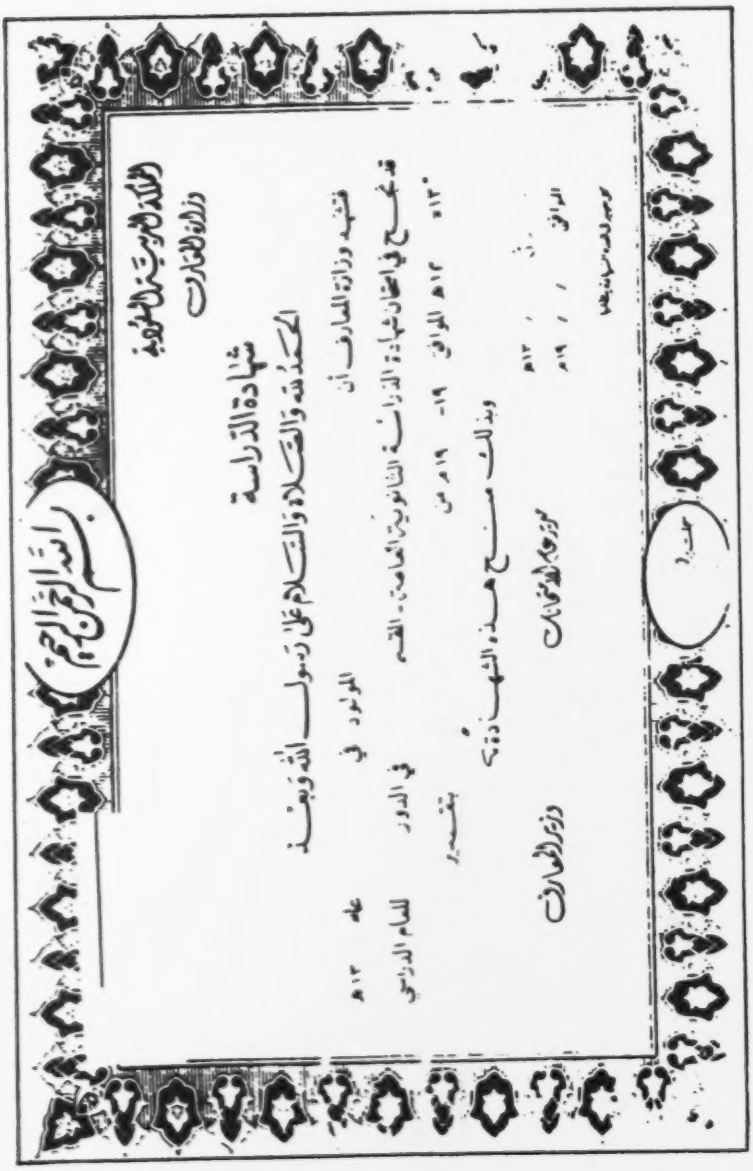
١٤٠٥/١٤٠٦ هـ 1984/1985
القسم الأدبي
كشف الدرجات TRANSCRIPT

Student's Name
Nationality: Saudi Place & Date of Birth: Riyadh 1965
Name of School: Taif Secondary School

	SUBJECTS	Possible Mark	Passing Mark	Marks Obtained		الدرجة المستحقة	النهاية الصغرى	النهاية الكبرى	المواد	
RELIGION	The Holy Koran	100	50	87		٨٧	٥٠	١٠٠	القرآن الكريم	التربية الدينية
	Islamic Theology	100	50	76		٧٦	٥٠	١٠٠	توحيد	
	Islamic Traditions & Culture	100	50	82		٨٢	٥٠	١٠٠	الحديث والثقافة الاسلامية	
ARABIC	Composition	100	50	80		٨٠	٥٠	١٠٠	انشاء	اللغة العربية
	Reading	100	50	89		٨٩	٥٠	١٠٠	مطالعة	
	Literature, Texts & History	100	50	76		٧٦	٥٠	١٠٠	الأدب (النصوص والتاريخ)	
	Criticism & Rhetoric	100	50	74		٧٤	٥٠	١٠٠	النقد والبلاغة	
	Grammar & Morphology	100	50	70		٧٠	٥٠	١٠٠	النحو والصرف	
Social Subjects	History	100	50	82		٨٢	٥٠	١٠٠	التاريخ	العلوم الاجتماعية
	Geography	100	50	78		٧٨	٥٠	١٠٠	جغرافيا	
	Sociology	100	50	84		٨٤	٥٠	١٠٠	علم اجتماع	
English		100	50	72		٧٢	٥٠	١٠٠	اللغة الانجليزية	
Total		1200	600			—	٦٠٠	١٢٠٠	مجموع المواد	
Physical Education		100	-	93		٩٢	-	١٠٠	التربية الرياضية	
Conduct		15	-	15		١٥	-	١٥	السلوك	
Attendance		15	-	14		١٤	-	١٥	المواظبة	
GRAND TOTAL		1330	665	1073		١٠٧٢	٦٦٥	١٣٣٠	المجموع العام	
GRADE: V. Good.									التقدير: جيد جداً	

رئيس لجنة النظام والمراقبة
HEAD OF CONTROL COMMITTEE

2. General Secondary Education Certificate Examination Transcript—Literary Section (Arabic and English)


بسم الله الرحمن الرحيم

المملكة العربية العراقية

وزارة المعارف

شهادة الدراسة

الحمد لله والصلاة والسلام على رسول الله وبعد

فتشهد وزارة المعارف أن

المولود في على ١٣ م

قد نجح في امتحان شهادة الدراسة الثانوية العامة - القسم في الدور للعام الدراسي

١٣٠٠ ١٣ هـ الموافق ١٩ - ١٩ م من

وبذلك منح هذه الشهادة

بتقدير

العراق / / ١٣ م

وزير المعارف / / ١٩ م

موسى [illegible]

وزارة المعارف

3a. Certificate of Graduation from Secondary School (Arabic). The same form is used for elementary and intermediate school graduation.

The Kingdom of Saudi Arabia
Ministry of Education

Study Certificate of (name of institution).
Praise be to Allah, and his blessing and salvation be granted to Allah's Prophet.

The Ministry of Education certifies that (name of graduate) born in (day/month/year) Hegira has successfully passed the general examination for the secondary education certificate, section _____, held during the _____ semester of the academic year 13__ Hegira, which is congruous to 19__ A.D., with a grade of _____.

Accordingly, this certificate was granted.
Issued in (day/month/year) Hegira
(day/month/year) A.D.

Examinations General Director _____

Minister of Education _____

Any change in this document invalidates it.

3b. Certificate of Graduation from Secondary School (English Translation)

ARABIAN AMERICAN OIL COMPANY
DHAHRAN, SAUDI ARABIA
INDUSTRIAL TRADING TRANSCRIPT

NAME: AL FF | EMPLOYEE NUMBER: | DATE OF BIRTH: 07-01-59

GENERAL: Classes meet five days per week in patterns of 1 to 2 or 2 to 4 periods per day depending on student's category and the type of course - a period is not less than 90 minutes.

SEMESTER NUMBERING SYSTEM: The number signifies the level. The letter signifies the semester in the year. Thus 8A & 8B are the two semesters of the fifth level. In content and level, courses from 8A to 7B generally correspond to the four highest years in US secondary schools in preparation for higher education. For certain courses, level 7B is not necessarily the highest required e.g; World Geography, General Science, etc.

MARKING SYSTEM: A = (100-94) Excellent; C = (86-78) Average; F = (69-0) Failing
B = (93-86) Above Average; D = (77-70) Below Average

CLASS RECORD

SUBJECTS	LEVELS COMPLETED 8A	8B	6A	6B	7A	7B	Average %	Currently Enrolled in	Date Last Level Completed	1 Self Study Score	1 Repeated Score	Comments
English	XXXX	88	91	90	95	91	90.4		88-88	94		
Algebra I & II	88	82	88	81			84.0		88-88			
Geometry					91	XXX	91.0	7B	12-88			
Trig. & Calculus ◊					XXX	XXX						
Trigonometry ◊					83	94	88.5		12-88			
Calculus ◊					XXX	XXX		7A				
General Science	XXX	XXX	XXX	XXX								
Gen./Physical Sc. @			XXX	XXX								
Chemistry @			91	87	86	XXX	88.3	7B	12-88			
Physics @			88	82	92	XXX	87.3	7B	12-88			
World Geography	94	92					93.0		88-88			
Business Math	XXX	XXX										
Accounting			XXX	XXX	XXX	XXX						
1 Blueprint Reading	8A XXX	8B XXX	8C XXX									
Cumulative Average							88.8%					

TEST RECORD

	YEAR	SCORE
Test of English as a Foreign Language (T.O.E.F.L.)	~~5/83~~ 5/85	~~~~ 540
		PFK
High School Section: [redacted]		TJS

- Seal -

Signature: [signature]
Title: Director Central Area Training Dept.
Date: 7/16/86

THIS TRANSCRIPT IS NOT VALID WITHOUT OFFICIAL SEAL

1 Blue Print Reading, Self Study and Repeat Grades are NOT INCLUDED in all averages.
◊ Trig/Calculus split into Trig and Calculus as of 6/83.
@ Gen/Physical Sc. 6AB split into Physics 6AB & Chemistry 6AB as of 6/83.
^ Indicates first grade in a course Repeated or taken on Self Study basis.

4. Arabian American Oil Company Industrial Training Certificate

```
DATE:  02/04/86  E M P L O Y E E  I N F O R M A T I O N  S Y S T E M  RETRIEVE
TIME:  08:26:20    ITC - ITS  C O R E  D A T A  R E T R I E V A L
OPTION:                    TRX:  6T6          EMPLOYEE NUMBER:
MESSAGE:
LAST NAME-_____            INITIALS-- MAA   SEX-- M    MARITAL STATUS-- S
BIRTH DATE :  11/01/64     SERVICE DATE    08/04/84   S-D CATEGORY    1
DISTRICT-- 5  ABQAIQ       POINT OF ORIGIN-
ORG------- 523850  ABQ LABORATORIES SECTION
WORK LOCATION------------ 0500   ABQAIQ
FAMILY LOCATION---------- 1100   AL-MUBARRAZ
DAYS OFF LOCATION-------- 1100   AL-MUBARRAZ
HOME LOAN LOCATION------- 0001   NO LP HOME
TRAINING LOCATION-------- 05     ABQIAC
PROGRAM 'S-D CANDIDATE'-- 2      ACTIVE: ADDED
ENGLISH PLACEMENT--- 4A          MATH PLACEMENT--- 7D          IAG SCHOOLING-- 12
ITC (3-7) AVG-------      .0     ITC AVG-----------      .0    AVERAGE-------- 959
ITC (5-7) AVG-------      .0     COLLEGE PREP AVG-   87.6    SECTION-------- SCI
ITC (5A-8B) AVG-----      .0     OVERALL AVG-------      .0
HIGH ED RANK-- 145   HIGH SCHOOL/SECONDARY/O LEVEL - COMPLETED
MAJOR FIELD--- 0003  SCIENCE COURSE
---------------JAT-----------------------   ---------------TOEFL----------------
   GTA------  73  MECHANICAL--   0          HIGH------ 500   DATE------ 11/85
   CLERICAL-   0  DATE-------- 08/84         LAST------ 500   DATE------ 11/85
          S E C O N D A R Y   K E Y   S E L E C T I O N
RETRIEVE      TRANSACTION: ITC-ITS HISTORY AND CURRENT
OPTION: F   TRX: 6T7   KEY:
SELECTION:          PRESS ENTER TO DISPLAY ADDITIONAL SELECTIONS
       COURSE          COURSE                LEVEL  STATUS   GRADE  ENRL/COMP  STUD
       CODE             NAME                        IN   OUT          DATES     PROG
   1   407001  DRIV IN PROGRAM (REV.'                                  0  01/86 01/86  00
   2   270     ENGLISH COLLEGE PREP P      8E   REQ  FIR      81  09/85 11/85  05
   3   271     MATH COLLEGE PREP PROG      8M   REQ  FIR      87  09/85 11/85  05
   4   272     SCIENCE COLL PREP PROG      8S   REQ  FIR      81  09/85 11/85  05
   5   275     STUDY SKILL COLL PREP       8K   REQ  FIR      82  09/85 11/85  05
   6   270     ENGLISH COLLEGE PREP P      7E   REP  REP      85  07/85 09/85  05
   7   271     MATH COLLEGE PREP PROG      7M   REP  REP      94  07/85 09/85  05
   8   272     SCIENCE COLL PREP PROG      7S   REP  REP      91  07/85 09/85  05
   9   276     TYPING COLLG PREP PROG      7T   REP  REP      85  07/85 09/85  05
  10   270     ENGLISH COLLEGE PREP P      7E   REQ  FIR      85  05/85 07/85  05
  11   271     MATH COLLEGE PREP PROG      7M   REQ  FIR      80  05/85 07/85  05
  12   272     SCIENCE COLL PREP PROG      7S   REQ  FIR      84  05/85 07/85  05
  13   276     TYPING COLLG PREP PROG      3T   REQ  FIR      92  05/85 06/85  05
  14   270     ENGLISH COLLEGE PREP P      6E   REQ  FIR      91  04/85 05/85  05
  15   271     MATH COLLEGE PREP PROG      6M   REQ  FIR      88  04/85 05/85  05
  16   272     SCIENCE COLL PREP PROG      6S   REQ  FIR      77  04/85 05/85  05
  17   273     COMPUTER COLL PREP PRO      6C   REQ  FIR      91  04/85 05/85  05
          S E C O N D A R Y   K E Y   S E L E C T I O N
RETRIEVE      TRANSACTION: ITC-ITS HISTORY AND CURRENT
OPTION: F   TRX: 6T7   KEY:
SELECTION:          PRESS ENTER TO DISPLAY ADDITIONAL SELECTIONS
       COURSE          COURSE                LEVEL  STATUS   GRADE  ENRL/COMP  STUD
       CODE             NAME                        IN   OUT          DATES     PROG
  18   384001  DRIV ATTITUDE TRNG WKS                                  0  04/85 04/85  00
  19   384002  HEALTH AND SAFETY                                       0  03/85 03/85  00
  20   270     ENGLISH COLLEGE PREP P      5E   REQ  FIR      69  01/85 03/85  05
  21   271     MATH COLLEGE PREP PROG      5M   REQ  FIR      90  01/85 03/85  05
  22   272     SCIENCE COLL PREP PROG      5S   REQ  FIR      92  01/85 03/85  05
  23   275     STUDY SKILL COLL PREP       5K   REQ  FIR      89  01/85 03/85  05
  24   384001  DRIV ATTITUDE TRNG WKS                                  0  12/84 12/84  00
  25   270     ENGLISH COLLEGE PREP P      4E   REQ  FIR      86  11/84 01/85  05
  26   271     MATH COLLEGE PREP PROG      4M   REQ  FIR      89  11/84 01/85  05
  27   272     SCIENCE COLL PREP PROG      4S   REQ  FIR      83  11/84 01/85  05
  28   275     STUDY SKILL COLL PREP       4K   REQ  FIR      93  11/84 01/85  05
  29   270     ENGLISH COLLEGE PREP P      3E   REQ  FIR      92  10/84 11/84  05
  30   271     MATH COLLEGE PREP PROG      3M   REQ  FIR      91  10/84 11/84  05
  31   272     SCIENCE COLL PREP PROG      3S   REQ  FIR      95  10/84 11/84  05
  32   275     STUDY SKILL COLL PREP       3K   REQ  FIR      92  10/84 11/84  05
  33   270     ENGLISH COLLEGE PREP P      2E   REQ  FIR      88  08/84 10/84  05
  34   275     STUDY SKILL COLL PREP       2K   REQ  FIR      86  08/84 10/84  05
          S E C O N D A R Y   K E Y   S E L E C T I O N
RETRIEVE      TRANSACTION: ITC-ITS HISTORY AND CURRENT
OPTION:     TRX: 6T7   KEY:
SELECTION:          ENTER OPTION:R TO RETURN TO THE FIRST SCREEN
       COURSE          COURSE                LEVEL  STATUS   GRADE  ENRL/COMP  STUD
       CODE             NAME                        IN   OUT          DATES     PROG
  35   276     TYPING COLLG PREP PROG      2T   REQ  PAS      0  08/84 10/84  05
```

5. Arabian American Oil Company College Preparatory Program Transcript

بسم الله الرحمن الرحيم

DATA CENTER
MINISTRY OF EDUCATION
P. O. Box [illegible]
RIYADH, SAUDI ARABIA
Phone: [illegible]
Cable: MAL/RIAT

المملكة العربية السعودية
وزارة المعارف
مركز المعلومات

KINGDOM OF SAUDI ARABIA
MINISTRY OF EDUCATION
RIYADH EDUCATIONAL DISTRICT
HIGHER TECHNICAL INSTITUTE in RIYADH

TRANSCRIPT

The following are the Theoretical and Practical Subjects taught at the Electricity Department of this Institute and the duration of study for each:

Subjects	Number of Study Hours/Week 1st Year	2nd Year	3rd Year	Total of Hours for the 3 Years	Remarks
Practical Training	21	21	21	1764	Duration of Study: THREE YEARS No. of weeks of Study per Years [illegible]
Vocational Technology	4	4	4	336	
Technical Maths.	2	2	2	168	
General Technology	2	2	2	168	
Technical Drawing	2	2	2	168	
General Maths.	1½	1½	1½	126	
Physics	1	1½	1½	112	
Chemistry	1	1½	1½	112	
Education & Psychology	1	1½	1½	112	
English Language	3	3	3	252	
German Language	2	2	2	168	
Industrial Economy	½	-	-	14	
School Organization	½	-	-	14	
Protection & Vocational Hygiene	½	-	-	14	
Grand Total	42	42	42	3528	

(Official Seal)

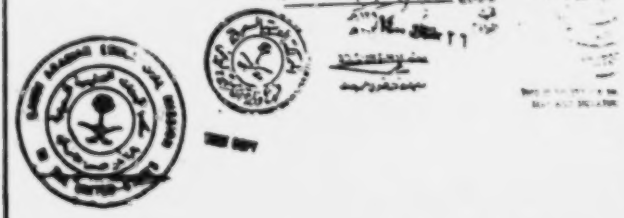
Director of Institute
(Signed)

N.B. The Translation Section is responsible only for the translation.

Translated by: M. Gabr

Attested,
Abdel-Aziz M. Gharib
Director
Data Center

Dated: R. 4, 1400 Hijri
18. 2. 1980 A. D.



6. Higher Technical Institute Transcript

7a. Secondary Education Certificate of the Institute of Physical Education (Arabic)

The Kingdom of Saudi Arabia
Ministry of Education

Secondary Education certificate of the Institute of Physical Education.

Praise be to Allah and his blessing and salvation be granted to Allah's Prophet.

The Ministry of Education certifies that _____, born in _____ in the year _____ Hegira, has successfully passed the examination for the general secondary education certificate of the Institute of Physical Education that was held during the _____ semester of the academic year _____ Hegira, congruous to _____ A.D., at the Riyadh Institute of Physical Education, with a grade of _____.

He was granted this certificate accordingly.

Issued in 2/6/1403 H.
Congruous to 16/3/1983 A.D.

Any changes in this document render it invalid.

Examinations General Director _____

Minister of Education _____

7b. Secondary Education Certificate of the Institute of Physical Education (English Translation)

بسم الله الرحمن الرحيم

المملكة العربية السعودية
وزارة المعارف
مركز العلوم والرياضيات
بالرياض

الرقم
التاريخ

وثيقة تخرج

يشهد مركز العلوم والرياضيات أن السيد

قد حصل على درجة تخصص

في الفصل الدراسي سنة بتقدير عام

وبناء على طلبه حررت له هذه الوثيقة .

المسجل رئيس شئون الطلبة عميد المركز

8a. Science and Mathematics Center Graduation Document (Arabic)

Kingdom of Saudi Arabia
Ministry of Education
Science and Mathematics Center
Riyadh

No. _____
Date _____

Graduation Document

The Science and Mathematics Center certifies

that _____ has obtained

the diploma of _____

majoring in _____ the

_____ semester in the year of _____

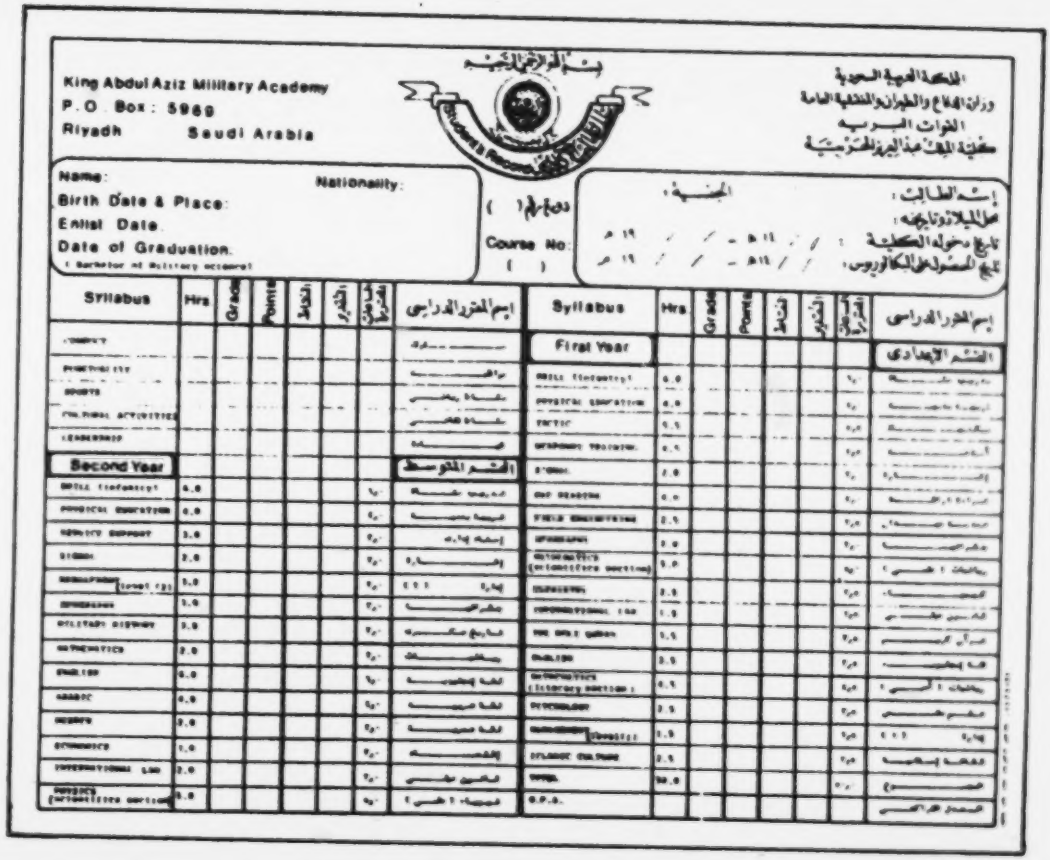
with a grade of _____.

This document was issued upon his/her request.

Registrar Student Affairs Director Dean of the Center

8b. Science and Mathematics Center Graduation Document (English Translation)

9a. King Abdulaziz Military Academy Transcript (Arabic and English)



King Abdul Aziz Military Academy
P.O. Box : 5969
Riyadh Saudi Arabia

المملكة العربية السعودية
وزارة الدفاع والطيران والمفتشية العامة
القوات البرية
كلية الملك عبد العزيز الحربية

Name: Nationality:
Birth Date & Place:
Enlist Date
Date of Graduation.
(Bachelor of Military science)

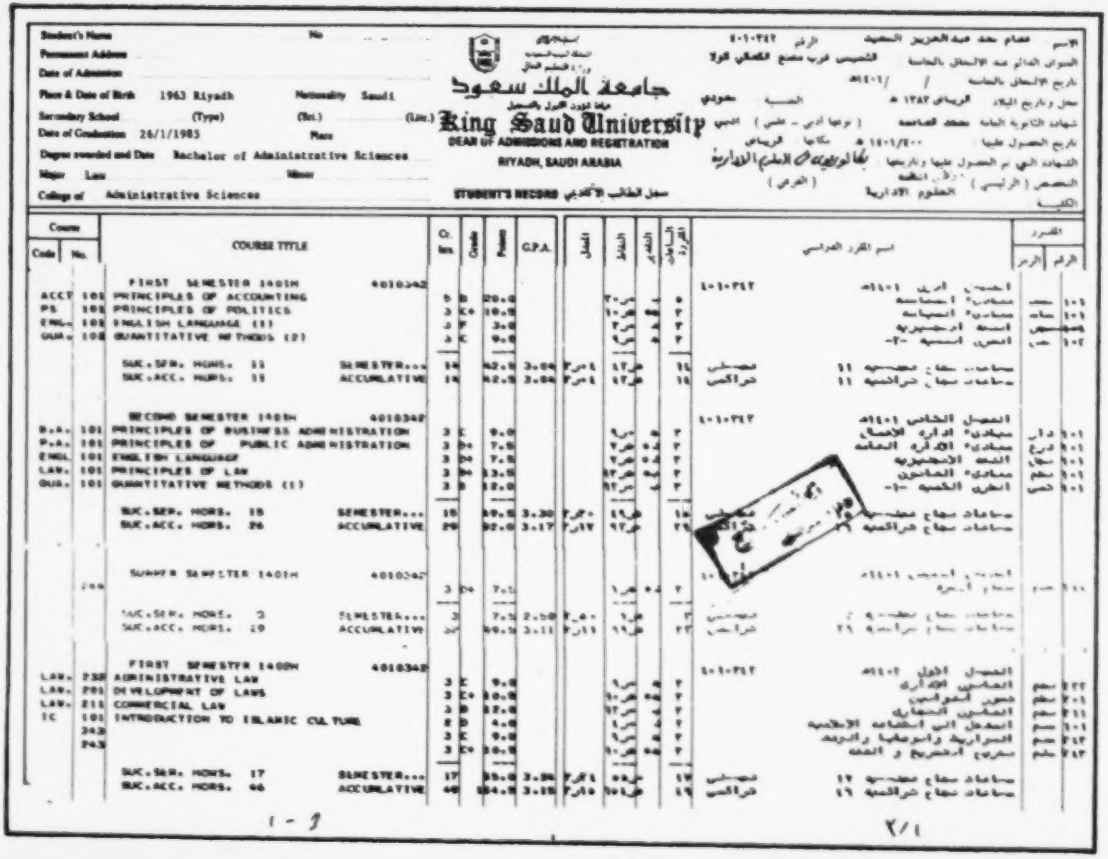
Course No: ( )

إسم الطالب : الجنسية :
محل الميلاد وتاريخه :
تاريخ دخوله الكلية :
تاريخ المسئول على الكالوريوس :

Syllabus	Hrs	Grade	Points	النقاط	التقدير	عدد الدروس	إسم المقرر الدراسي
[illegible]							[illegible]
[illegible]							[illegible]
[illegible]							[illegible]
[illegible]							[illegible]
[illegible]							[illegible]
Second Year							**القسم المتوسط**
[illegible]	6.0					٦	[illegible]
[illegible]	6.0					٦	[illegible]
[illegible]	3.0					٣	[illegible]
[illegible]	3.0					٣	[illegible]
[illegible]	3.0					٣	[illegible]
[illegible]	3.0					٣	[illegible]
[illegible]	3.0					٣	[illegible]
[illegible]	3.0					٣	[illegible]
[illegible]	3.0					٣	[illegible]
[illegible]	3.0					٣	[illegible]
[illegible]	3.0					٣	[illegible]
[illegible]	1.0					١	[illegible]
[illegible]	3.0					٣	[illegible]
[illegible]	3.0					٣	[illegible]

Syllabus	Hrs	Grade	Points	النقاط	التقدير	عدد الدروس	إسم المقرر الدراسي
First Year							**القسم الإعدادي**
[illegible]	6.0					٦	[illegible]
[illegible]	6.0					٦	[illegible]
[illegible]	3.0					٣	[illegible]
[illegible]	3.0					٣	[illegible]
[illegible]	3.0					٣	[illegible]
[illegible]	3.0					٣	[illegible]
[illegible]	3.0					٣	[illegible]
[illegible]	3.0					٣	[illegible]
[illegible]	3.0					٣	[illegible]
[illegible]	3.0					٣	[illegible]
[illegible]	3.0					٣	[illegible]
[illegible]	1.0					١	[illegible]
[illegible]	3.0					٣	[illegible]
[illegible]	3.0					٣	[illegible]
[illegible]	3.0					٣	[illegible]
[illegible]	3.0					٣	[illegible]
[illegible]	3.0					٣	[illegible]
[illegible]	3.0					٣	[illegible]
[illegible]	3.0					٣	[illegible]
[illegible]	3.0					٣	[illegible]
[illegible]	3.0					٣

9b. Reverse of 9a.



جامعة الملك سعود
King Saud University
DEAN OF ADMISSIONS AND REGISTRATION
RIYADH, SAUDI ARABIA
STUDENT'S RECORD سجل الطالب الأكاديمي

Student's Name ... No ...
Permanent Address ...
Date of Admission ...
Place & Date of Birth 1963 Riyadh Nationality Saudi
Secondary School (Type) (Str.) (Lttr.)
Date of Graduation 26/1/1985 Place
Degree awarded and Date Bachelor of Administrative Sciences
Major Law Minor
College of Administrative Sciences

الاسم عصام عبد عبد العزيز الحميد الرقم ٤٠١٠٣٤٢
العنوان الدائم عند الالتحاق بالجامعة القصيم قرب مبنى الكهرباء قرة
تاريخ الالتحاق بالجامعة / /١٤٠١هـ
محل وتاريخ الميلاد الرياض ١٣٨٢ هـ الجنسية سعودي
شهادة الثانوية العامة معهد القاصة (نوعها أدبي - علمي) اسمها
تاريخ الحصول عليها ١٤٠١/٩/٠٠ هـ مكانها الرياض
الشهادة التي تم الحصول عليها وتاريخها بكالوريوس العلوم الإدارية
التخصص (الرئيسي) العلوم الإدارية (الفرعي)
الكلية

Course Code	Course No.	COURSE TITLE	Sem. Cr. Hrs.	Grade	Points	G.P.A.	المقرر الدراسي	الرقم	الرمز	الساعات المقررة	الساعات المجتازة	الدرجة	المعدل	الرقم	الرمز
		FIRST SEMESTER 1401H 4010342					الفصل الأول ١٤٠١هـ	٤٠١٠٣٤٢							
ACCT	101	PRINCIPLES OF ACCOUNTING	3	B	20.0		مبادئ المحاسبة	٠							
PS	101	PRINCIPLES OF POLITICS	3	C+	10.5		مبادئ السياسة	٢							
ENGL	101	ENGLISH LANGUAGE (I)	3	F	3.0		اللغة الانجليزية	٢							
QUA.	101	QUANTITATIVE METHODS (I)	3	C	9.0		أخرى الكمية -١-	٢							
		SUC.SEM. HOURS. 11 SEMESTER...	14		42.0	3.00	مساعات معتمدة ١١ فصلي	١٤							
		SUC.ACC. HOURS. 11 ACCUMULATIVE	14		42.0	3.00	مساعات معتمدة ١١ تراكمي	١٤							
		SECOND SEMESTER 1401H 4010342					الفصل الثاني ١٤٠١هـ	٤٠١٠٣٤٢							
B.A.	101	PRINCIPLES OF BUSINESS ADMINISTRATION	3	C	9.0		مبادئ ادارة الاعمال	٢							
P.A.	101	PRINCIPLES OF PUBLIC ADMINISTRATION	3	C+	7.5		مبادئ الادارة العامة	٢							
ENGL	101	ENGLISH LANGUAGE	3	C+	7.5		اللغة الانجليزية	٢							
LAW.	101	PRINCIPLES OF LAW	3	B	13.5		مبادئ القانون	٢							
QUA.	101	QUANTITATIVE METHODS (I)	3	B	12.0		أخرى الكمية -١-	٢							
		SUC.SEM. HOURS. 15 SEMESTER...	15		49.5	3.30	مساعات معتمدة ١٥ فصلي	١٥							
		SUC.ACC. HOURS. 26 ACCUMULATIVE	29		92.0	3.17	مساعات معتمدة ٢٦ تراكمي	٢٩							
		SUMMER SEMESTER 1401H 4010342					الفصل الصيفي ١٤٠١هـ	٤٠١٠٣٤٢							
	299		3	C+	7.5			٢							
		SUC.SEM. HOURS. 3 SEMESTER...	3		7.5	2.50	مساعات معتمدة ٣ فصلي	٣							
		SUC.ACC. HOURS. 29 ACCUMULATIVE	32		99.5	3.11	مساعات معتمدة ٢٩ تراكمي	٣٢							
		FIRST SEMESTER 1402H 4010342					الفصل الأول ١٤٠٢هـ	٤٠١٠٣٤٢							
LAW.	238	ADMINISTRATIVE LAW	3	C	9.0		القانون الاداري	٢							
LAW.	201	DEVELOPMENT OF LAWS	3	C+	10.5		تطور القوانين	٢							
LAW.	211	COMMERCIAL LAW	3	B	12.0		القانون التجاري	٢							
IC	101	INTRODUCTION TO ISLAMIC CULTURE	3	B	12.0		المدخل الى الثقافة الاسلامية	٢							
	343		3	C	9.0		الدراسة والتوثيق والترجمة	٢							
	243		3	C+	10.5		شرح التشريع و الفقه	٢							
		SUC.SEM. HOURS. 17 SEMESTER...	17		63.0	3.36	مساعات معتمدة ١٧ فصلي	١٧							
		SUC.ACC. HOURS. 46 ACCUMULATIVE	49		154.5	3.15	مساعات معتمدة ٤٦ تراكمي	٥١							

١ - ٩

٢/١

10. King Saud University Transcript (Arabic and English)

بسم الله الرحمن الرحيم

Kingdom of Saudi Arabia

King Saud University

Deanship of Admission & Registration

Certificate

King Saud University hereby, certifies that:

Mr [redacted] has graduated from the College of Science and has been awarded the degree of Bachelor of Science in the field of Physics with a general grade average of VERY GOOD in the FIRST Semester 1983 / 1984 (4/FEBRUARY, 1984)

Dean of Admission & Registration

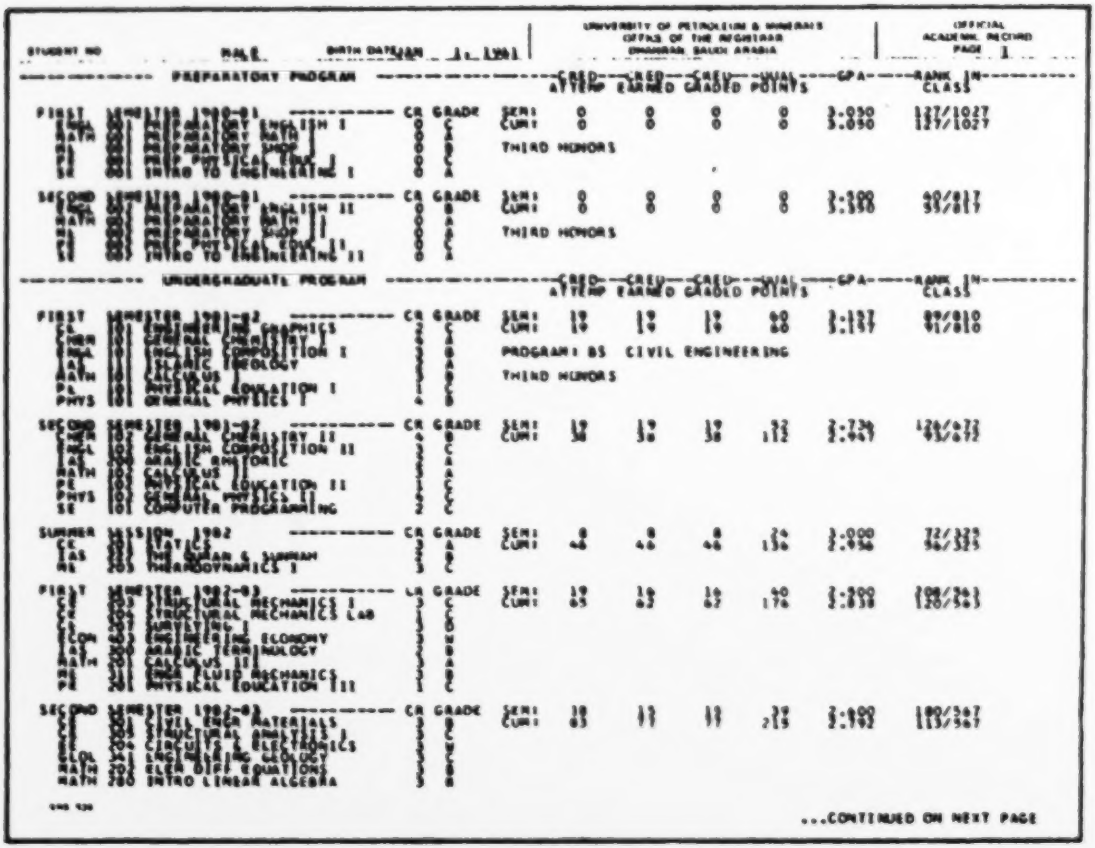
Official Seal

Date 27 / 6 / 1405
8 / 3 / 1986

DR. SALEH M. OKLA

M.K.

11. King Saud University Certificate of Graduation



STUDENT NO MALE BIRTH DATE/PLACE 1 L 1961

UNIVERSITY OF PETROLEUM & MINERALS
OFFICE OF THE REGISTRAR
DHAHRAN, SAUDI ARABIA

OFFICIAL ACADEMIC RECORD
PAGE 1

PREPARATORY PROGRAM

		CR	GRADE		CRED ATTEMP	CRED EARNED	CRED GRADED	QUAL POINTS	GPA	RANK IN CLASS
FIRST				SEM:	0	0	0	0	3.000	137/1027
				CUM:	0	0	0	0	3.000	137/1027
				THIRD HONORS						
SECOND				SEM:	0	0	0	0	3.000	99/817
				CUM:	0	0	0	0	3.000	99/817
				THIRD HONORS						

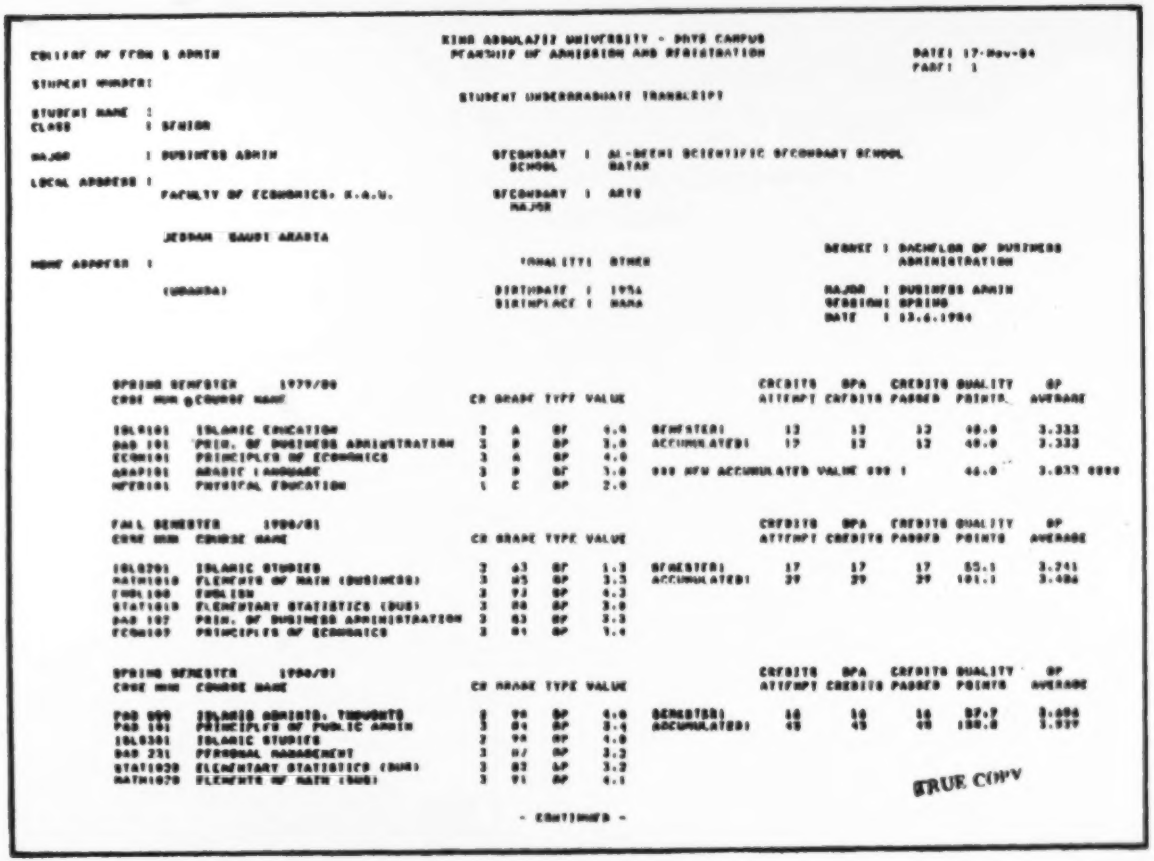
UNDERGRADUATE PROGRAM

		CR	GRADE		CRED ATTEMP	CRED EARNED	CRED GRADED	QUAL POINTS	GPA	RANK IN CLASS
FIRST				SEM:	17	17	17	68	3.117	87/810
				CUM:	17	17	17	68	3.117	87/810
				PROGRAM: BS CIVIL ENGINEERING						
				THIRD HONORS						
SECOND				SEM:	17	17	17	73	3.229	68/673
				CUM:	34	34	34	141	3.147	68/673
SUMMER				SEM:	8	8	8	24	3.000	72/323
				CUM:	42	42	42	165	3.036	96/325
FIRST				SEM:	17	17	17	70	3.059	198/263
				CUM:	59	59	59	235	3.050	150/263
SECOND				SEM:	17	17	17	72	3.176	100/267
				CUM:	76	76	76	307	3.092	115/267

...CONTINUED ON NEXT PAGE

12. University of Petroleum and Minerals Transcript (now King Fahd University of Petroleum and Minerals)

13. King Abdulaziz University Transcript



KING ABDULAZIZ UNIVERSITY - GIRLS CAMPUS
DEANSHIP OF ADMISSION AND REGISTRATION

DATE: 17-Nov-94
PAGE: 1

COLLEGE OF ECON & ADMIN

STUDENT NUMBER:

STUDENT UNDERGRADUATE TRANSCRIPT

STUDENT NAME :
CLASS : SENIOR

MAJOR : BUSINESS ADMIN

LOCAL ADDRESS :
FACULTY OF ECONOMICS, K.A.U.

JEDDAH SAUDI ARABIA

HOME ADDRESS :

(SAUDIA)

SECONDARY SCHOOL : AL-AHLI SCIENTIFIC SECONDARY SCHOOL
QATAR

SECONDARY MAJOR : ARTS

NATIONALITY: OTHER

BIRTHDATE : 1954
BIRTHPLACE : MAKA

DEGREE : BACHELOR OF BUSINESS ADMINISTRATION
MAJOR : BUSINESS ADMIN
SPECIALIZATION: SPRING
DATE : 13.6.1984

SPRING SEMESTER 1979/80

COURSE NUM	COURSE NAME	CR	GRADE	TYPE	VALUE
ISLS101	ISLAMIC EDUCATION	2	A	SP	4.0
BAD 101	PRIN. OF BUSINESS ADMINISTRATION	3	B	SP	3.0
ECON101	PRINCIPLES OF ECONOMICS	3	A	SP	4.0
ARAP101	ARABIC LANGUAGE	3	B	SP	3.0
HPER101	PHYSICAL EDUCATION	1	C	SP	2.0

	CREDITS ATTEMPT	GPA CREDITS	CREDITS PASSED	QUALITY POINTS	GP AVERAGE
SEMESTER:	12	12	12	48.0	3.333
ACCUMULATED:	12	12	12	48.0	3.333

000 NEW ACCUMULATED VALUE 000 : 48.0 3.833 0000

FALL SEMESTER 1980/81

COURSE NUM	COURSE NAME	CR	GRADE	TYPE	VALUE
ISLS201	ISLAMIC STUDIES	2	A3	SP	3.5
MATH1010	ELEMENTS OF MATH (BUSINESS)	3	B5	SP	3.5
ENGL100	ENGLISH	3	F2	SP	4.2
STAT1010	ELEMENTARY STATISTICS (BUS)	3	B6	SP	3.0
BAD 107	PRIN. OF BUSINESS ADMINISTRATION	3	B3	SP	3.3
ECON107	PRINCIPLES OF ECONOMICS	3	B1	SP	3.4

	CREDITS ATTEMPT	GPA CREDITS	CREDITS PASSED	QUALITY POINTS	GP AVERAGE
SEMESTER:	17	17	17	55.1	3.241
ACCUMULATED:	29	29	29	101.1	3.486

SPRING SEMESTER 1980/81

COURSE NUM	COURSE NAME	CR	GRADE	TYPE	VALUE
FAD 999	ISLAMIC ADMINIS. THOUGHTS	2	F6	SP	4.0
FAD 101	PRINCIPLES OF PUBLIC ADMIN	3	B4	SP	3.4
ISLS301	ISLAMIC STUDIES	2	F9	SP	4.0
BAD 231	PERSONAL MANAGEMENT	3	B7	SP	3.3
STAT1020	ELEMENTARY STATISTICS (BUS)	3	B3	SP	3.3
MATH1070	ELEMENTS OF MATH (BUS)	3	F1	SP	4.1

	CREDITS ATTEMPT	GPA CREDITS	CREDITS PASSED	QUALITY POINTS	GP AVERAGE
SEMESTER:	16	16	16	57.7	3.606
ACCUMULATED:	45	45	45	158.8	3.529

TRUE COPY

- CONTINUED -

The Kingdom of Saudi Arabia

The Islamic University of Imam Muhammad Ibn Saud

FACULTY OF ISLAMIC LAW (SHARI'A) / RIYADH

EXAMINATIONS DEPT.

(GRADUATION CERTIFICATE)

THE FACULTY OF ISLAMIC LAW (SHARI'A) IN RIYADH DOES HEREBY CERTIFY THAT MR. OF SAUDI NATIONALITY IN WITNESS OF I.C.NO. 6044 ISSUED 25/8/1401 AT THADIK,HAS OBTAINED THE "HIGH CERTIFICATE"(THE BACHELOR OF ECONOMICS) AT THE FACULTY AS A REGULAR STUDENT,IN ECONOMICS DEPT. WITH A GRADE (VERY GOOD) FOR THE ACADEMIC YEAR:1403/1404 A.H.(A.D. 1983/1984).

THIS RESULT OF HIS HAS BEEN APPROVED BY THE FACULTY BOARD AND ATTESTED BY THE UNIVERSITY COUNCIL.

HE HAS BEEN GIVEN THIS CERTIFICATE UPON HIS REQUEST.

EXAMINATIONS DIRECTOR (Signed)	SEAL (Stamped)	FACULTY DEAN (Signed)

The above is a true translation of the original.

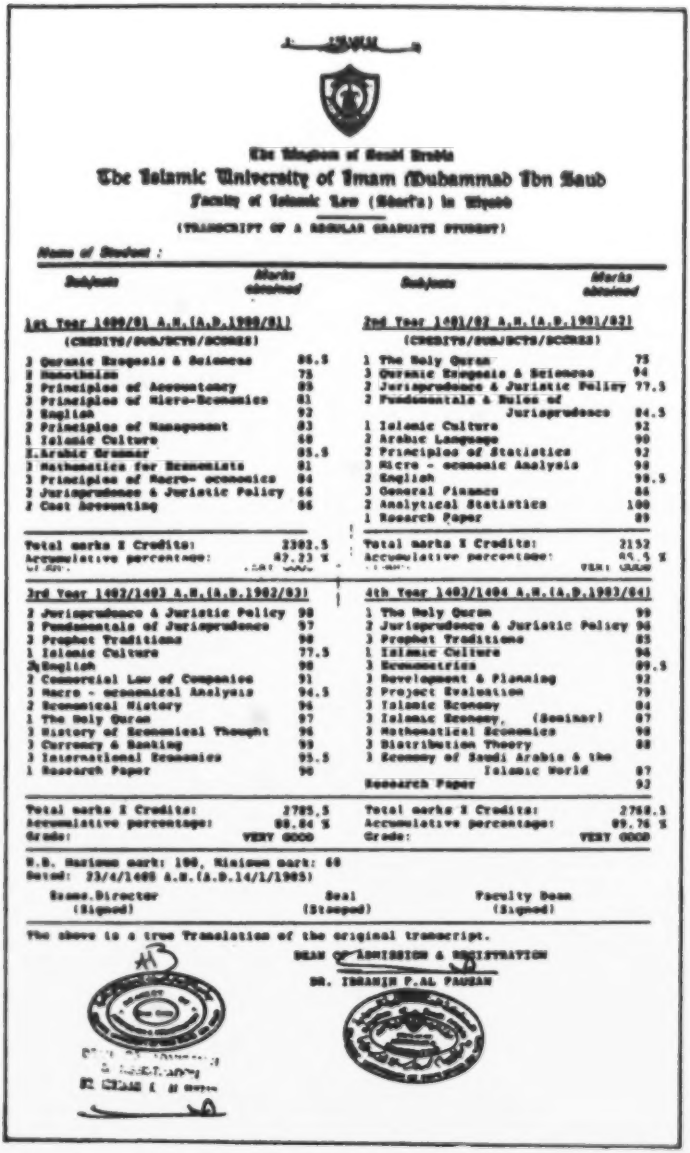
DEAN OF ADMISSION & REGISTRATION

DR. IBRAHIM F. AL FAUZAN

RECEIVED MAR 2 - 1985

RECEIVED MAR 1 - 1985

14. Imam Mohammed bin Saud Islamic University Graduation Certificate



The Kingdom of Saudi Arabia

The Islamic University of Imam Muhammad Ibn Saud

Faculty of Islamic Law (Shari'a) in Riyadh

(TRANSCRIPT OF A REGULAR GRADUATE STUDENT)

Name of Student :

Subjects	Marks obtained
1st Year 1399/91 A.H.(A.D.1990/91) (CREDITS/SUB/DCTS/SCORES)	
3 Quranic Exegesis & Sciences	85.5
2 Monotheism	75
3 Principles of Accountancy	89
3 Principles of Micro-Economics	81
3 English	92
2 Principles of Management	83
1 Islamic Culture	68
3.Arabic Grammar	85.5
3 Mathematics for Economists	81
3 Principles of Macro- economics	84
2 Jurisprudence & Juristic Policy	66
2 Cost Accounting	86
Total marks X Credits:	2382.5
Accumulative percentage:	87.23 %
Grade:	VERY GOOD

Subjects	Marks obtained
2nd Year 1401/02 A.H.(A.D.1981/82) (CREDITS/SUB/DCTS/SCORES)	
1 The Holy Quran	75
3 Quranic Exegesis & Sciences	94
2 Jurisprudence & Juristic Policy	77.5
2 Fundamentals & Rules of Jurisprudence	84.5
1 Islamic Culture	92
2 Arabic Language	90
2 Principles of Statistics	92
3 Micro - economic Analysis	98
2 English	98.5
3 General Finance	86
2 Analytical Statistics	100
1 Research Paper	89
Total marks X Credits:	2152
Accumulative percentage:	89.5 %
Year:	GOOD

3rd Year 1402/1403 A.H.(A.D.1982/83)	
2 Jurisprudence & Juristic Policy	98
2 Fundamentals of Jurisprudence	97
3 Prophet Traditions	98
1 Islamic Culture	77.5
3 English	98
2 Commercial Law of Companies	91
3 Macro - economical Analysis	94.5
2 Economical History	96
1 The Holy Quran	97
3 History of Economical Thought	96
3 Currency & Banking	99
3 International Economics	95.5
1 Research Paper	96
Total marks X Credits:	2785.5
Accumulative percentage:	88.84 %
Grade:	VERY GOOD

4th Year 1403/1404 A.H.(A.D.1983/84)	
1 The Holy Quran	99
2 Jurisprudence & Juristic Policy	96
3 Prophet Traditions	85
1 Islamic Culture	96
3 Econometrics	99.5
3 Development & Planning	92
2 Project Evaluation	79
3 Islamic Economy	84
3 Islamic Economy, (Seminar)	87
3 Mathematical Economics	98
3 Distribution Theory	88
3 Economy of Saudi Arabia & the Islamic World	87
Research Paper	93
Total marks X Credits:	2758.5
Accumulative percentage:	89.76 %
Grade:	VERY GOOD

N.B. Maximum mark: 100, Minimum mark: 60
Dated: 23/4/1405 A.H.(A.D.14/1/1985)

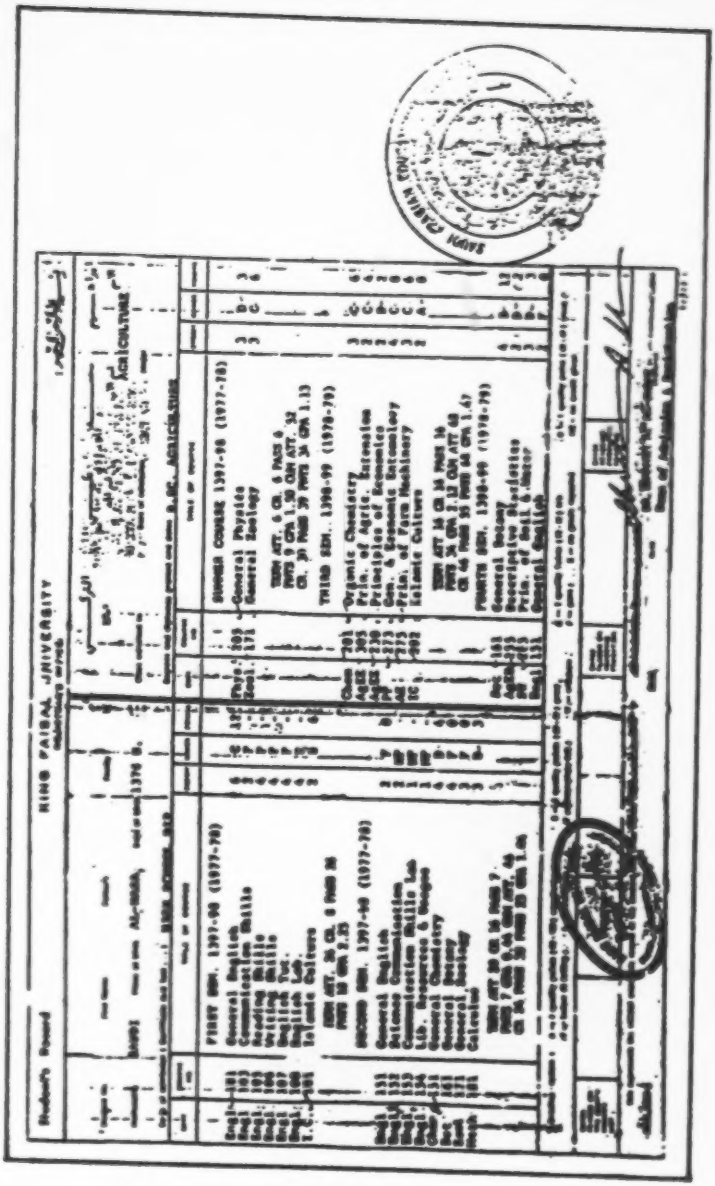
Name.Director (Signed) — Seal (Stamped) — Faculty Dean (Signed)

The above is a true Translation of the original transcript.

DEAN OF ADMISSION & REGISTRATION

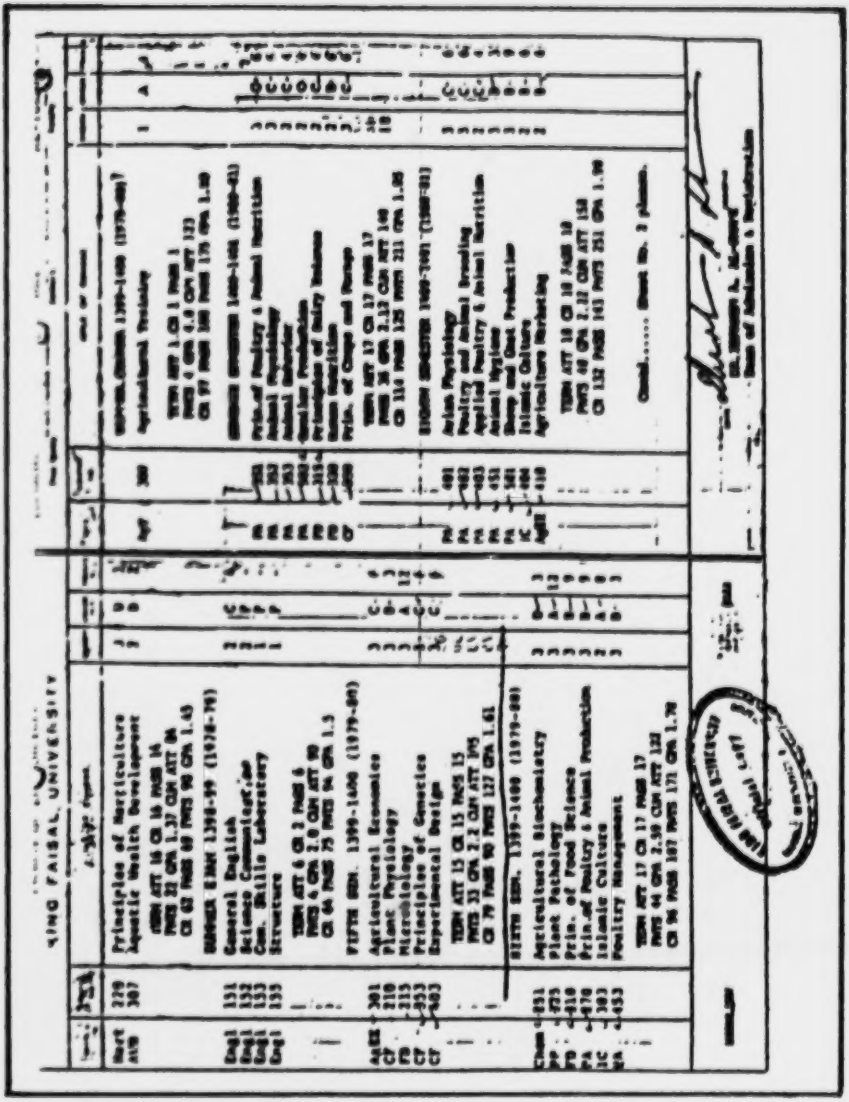
DR. IBRAHIM P.AL FAUZAN

15. Imam Mohammed bin Saud Islamic University Transcript

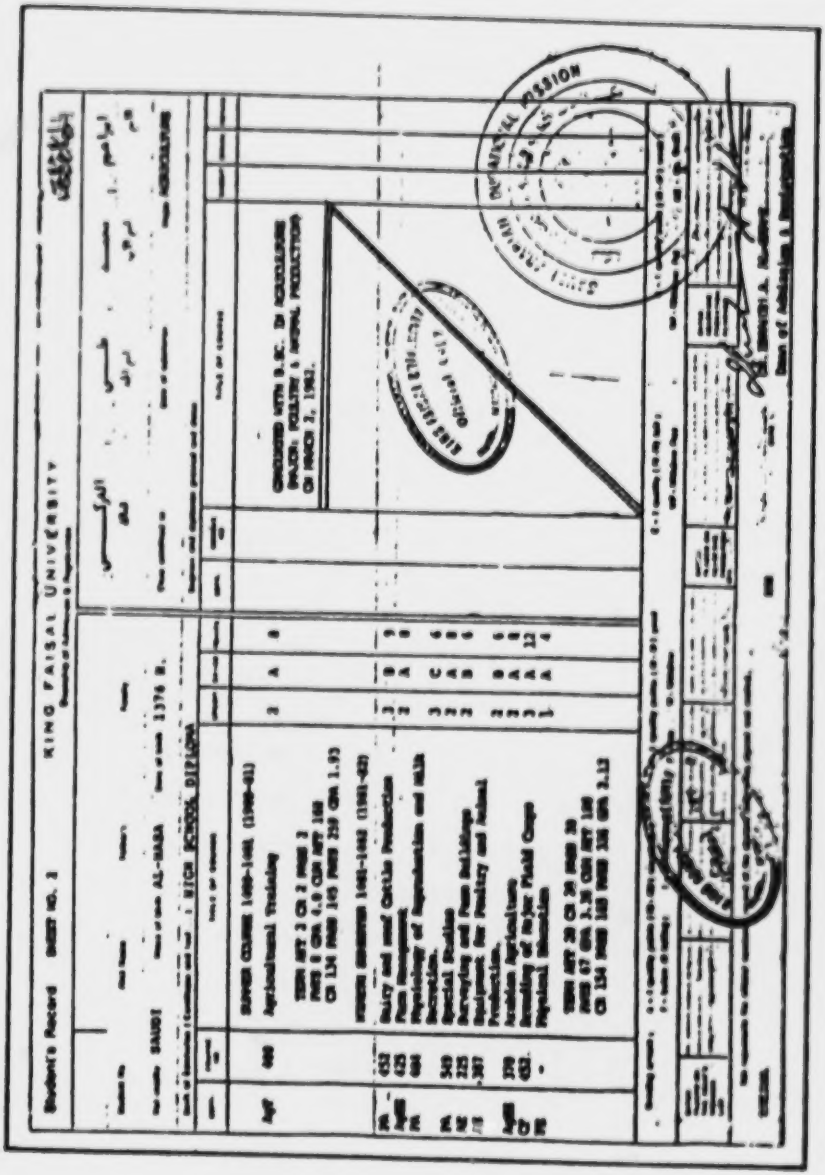


16a. King Faisal University Transcript, page 1

122



16b. King Faisal University Transcript, page 2


KING FAISAL UNIVERSITY
HIGH SCHOOL DIVISION
GRADUATED WITH B.SC. IN AGRICULTURE MAJOR: POULTRY & ANIMAL PRODUCTION ON MARCH 2, 1982.
CULTURAL MISSION

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16c. King Faisal University Transcript, page 3

KINGDOM OF SAUDI ARABIA

UMM AL-QURA UNIVERSITY MAKKAH

Provisional Certificate

This is to certify

that Mr. _____ has completed all requirements for the degree of

Bachelor of ISLAMIC STUDIES (B.I.S.)

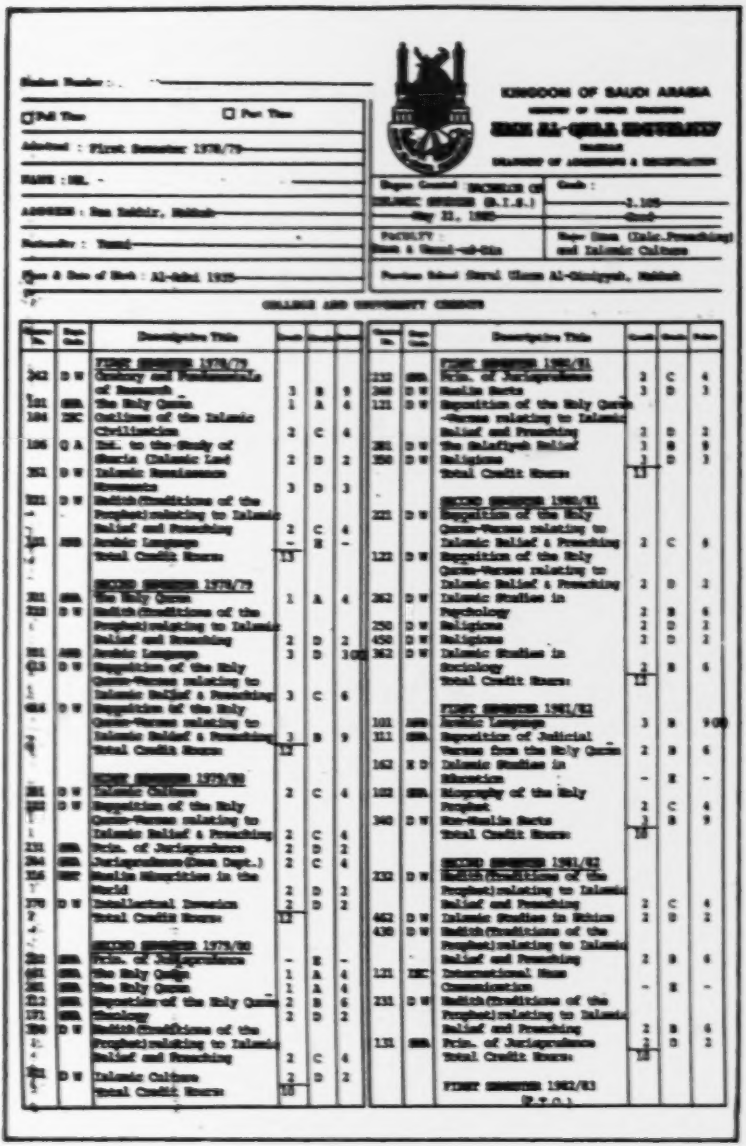
Major: Dawa(Islamic Preaching) & Islamic Culture

/Department of Dawa Faculty of Dawa and Islamic Studies Umm Al-Qura University, Makkah / and passed the Final Examination at the end of the Second semester Dec 21, 1985.

His/Her cumulative grade point average is 2.105 , Good .

For Salah Mohammad Saif, Ph.D.
DEAN OF ADMISSIONS & REGISTRATION
16.10.1985

17. Umm Al-Qura University Provisional Certificate of Degree Completion



KINGDOM OF SAUDI ARABIA

UMM AL-QURA UNIVERSITY

Full Time ☐ Part Time

Admitted : First Semester 1978/79

NAME : MR. -

ADDRESS : Bab Sabbir, Makkah

Nationality : Yemeni

Place & Date of Birth : Al-Ghail 1935

Degree Granted: BACHELOR OF ISLAMIC STUDIES (B.I.S.) — May 22, 1985

Grade : - 3.105 - Good

FACULTY : Usool & Yusuf-ud-Din

Major Areas (Islc.Preaching) and Islamic Culture

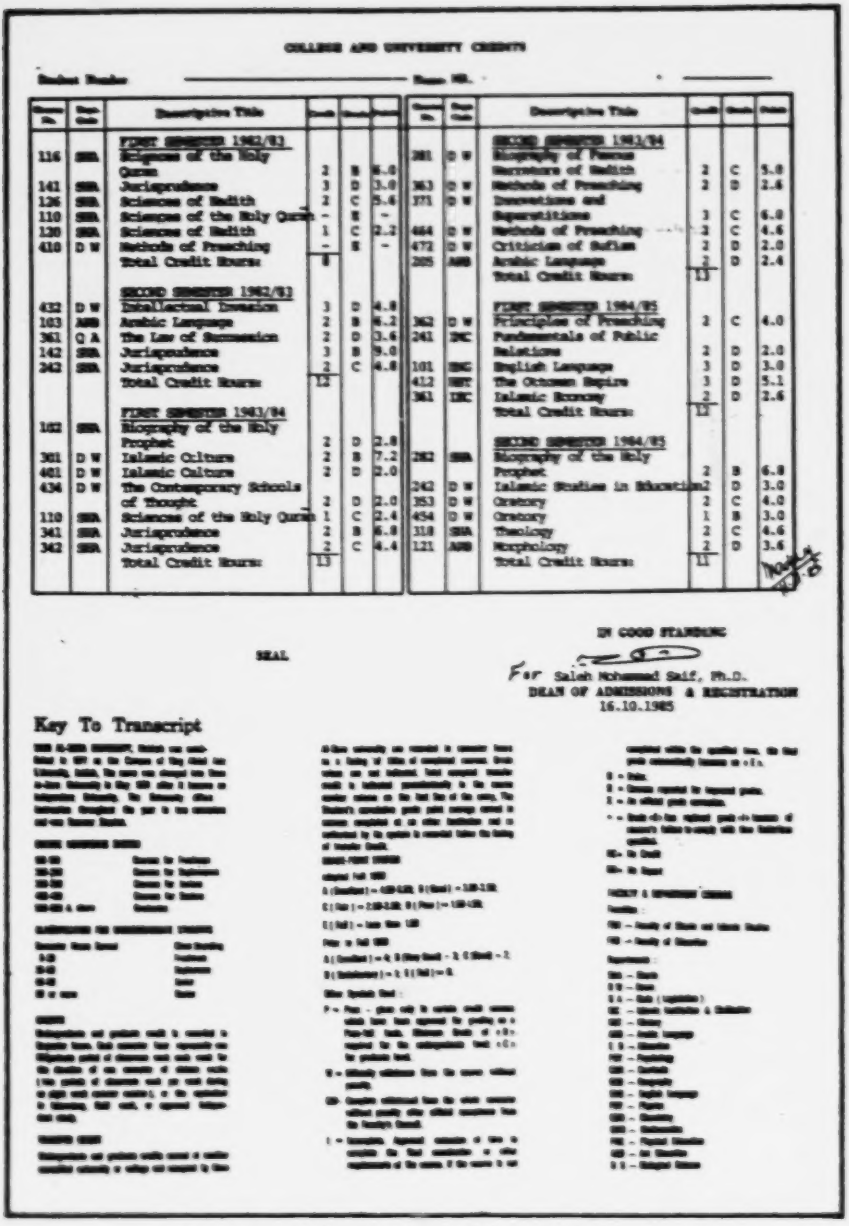
Previous School: Darul Ulooms Al-Ghuiyyah, Makkah

COLLEGE AND UNIVERSITY CREDITS

Course No.	Year Code	Descriptive Title	Grade	Grade	Points
		FIRST SEMESTER 1978/79			
342	D W	Oratory and Fundamentals of Research	3	B	9
101	ARB	The Holy Quran	1	A	4
104	IHC	Outlines of the Islamic Civilization	2	C	4
106	G A	Int. to the Study of Sharia (Islamic Law)	2	D	2
351	D W	Islamic Renaissance Movements	3	D	3
321	D W	Hadith(Traditions of the Prophet)relating to Islamic Belief and Preaching	2	C	4
101	ARB	Arabic Language	-	E	-
		Total Credit Hours:	13		
		SECOND SEMESTER 1978/79			
101	ARB	The Holy Quran	1	A	4
322	D W	Hadith(Traditions of the Prophet)relating to Islamic Belief and Preaching	2	D	2
101	ARB	Arabic Language	3	D	3
413	D W	Exposition of the Holy Quran-Verses relating to Islamic Belief & Preaching	3	C	6
414	D W	Exposition of the Holy Quran-Verses relating to Islamic Belief & Preaching	3	B	9
		Total Credit Hours:	12		
		SECOND SEMESTER 1979/80			
201	D W	Islamic Culture	2	C	4
412	D W	Exposition of the Holy Quran-Verses relating to Islamic Belief & Preaching	2	C	4
231	ARB	Prin. of Jurisprudence	2	D	2
364	ARB	Jurisprudence(Usul Dept.)	2	C	4
356	ENT	Muslim Minorities in the World	2	D	2
370	D W	Intellectual Invasion	2	D	2
		Total Credit Hours:	12		
232	ARB	Prin. of Jurisprudence	-	E	-
101	ARB	The Holy Quran	1	A	4
101	ARB	The Holy Quran	1	A	4
212	ARB	Exposition of the Holy Quran	2	B	6
371	ARB	Theology	2	D	2
322	D W	Hadith(Traditions of the Prophet)relating to Islamic Belief and Preaching	2	C	4
201	D W	Islamic Culture	2	D	2
		Total Credit Hours:	10		

Course No.	Year Code	Descriptive Title	Grade	Grade	Points
		FIRST SEMESTER 1980/81			
232	ARB	Prin. of Jurisprudence	2	C	4
368	D W	Muslim Sects	3	D	3
121	D W	Exposition of the Holy Quran -Verses relating to Islamic Belief and Preaching	2	D	2
281	D W	The Salafiyah Belief	3	B	9
350	D W	Religions	3	D	3
		Total Credit Hours:	13		
		SECOND SEMESTER 1980/81			
221	D W	Exposition of the Holy Quran-Verses relating to Islamic Belief & Preaching	2	C	4
122	D W	Exposition of the Holy Quran-Verses relating to Islamic Belief & Preaching	2	D	2
262	D W	Islamic Studies in Psychology	2	B	6
250	D W	Religions	2	D	2
450	D W	Religions	2	D	2
362	D W	Islamic Studies in Sociology	2	B	6
		Total Credit Hours:	12		
		FIRST SEMESTER 1981/82			
101	ARB	Arabic Language	3	B	9
111	ARB	Exposition of Judicial Verses from the Holy Quran	2	B	6
162	K D	Islamic Studies in Education	-	E	-
122	ARB	Biography of the Holy Prophet	2	C	4
340	D W	Non-Muslim Sects	3	B	9
		Total Credit Hours:	10		
232	D W	Hadith(Traditions of the Prophet)relating to Islamic Belief and Preaching	2	C	4
462	D W	Islamic Studies in Ethics	2	D	2
430	D W	Hadith(Traditions of the Prophet)relating to Islamic Belief and Preaching	2	B	6
121	IHC	International Mass Communication	-	E	-
231	D W	Hadith(Traditions of the Prophet)relating to Islamic Belief and Preaching	2	B	6
131	ARB	Prin. of Jurisprudence	2	D	2
		Total Credit Hours:	10		
		FIRST SEMESTER 1982/83 (P.T.O.)			

18a. Umm Al-Qura University Transcript, page 1



COLLEGE AND UNIVERSITY CREDITS

Student Number _____ Name MR. _____

Course No.	Dept Code	Descriptive Title	Credit	Grade	Points
		FIRST SEMESTER 1982/83			
116	SHA	Sciences of the Holy Quran	2	B	6.0
141	SHA	Jurisprudence	3	D	3.0
126	SHA	Sciences of Hadith	2	C	5.4
110	SHA	Sciences of the Holy Quran	-	E	-
120	SHA	Sciences of Hadith	1	C	2.2
410	D W	Methods of Preaching	-	E	-
		Total Credit Hours:	8		
		SECOND SEMESTER 1982/83			
432	D W	Dialiectical Invasion	3	D	4.8
103	ARB	Arabic Language	2	B	8.2
361	Q A	The Law of Succession	2	D	3.6
142	SHA	Jurisprudence	3	B	9.0
242	SHA	Jurisprudence	2	C	4.8
		Total Credit Hours:	12		
		FIRST SEMESTER 1983/84			
102	SHA	Biography of the Holy Prophet	2	D	2.8
301	D W	Islamic Culture	2	B	7.2
401	D W	Islamic Culture	2	D	2.0
434	D W	The Contemporary Schools of Thought	2	D	2.0
110	SHA	Sciences of the Holy Quran	1	C	2.4
341	SHA	Jurisprudence	2	B	8.8
342	SHA	Jurisprudence	2	C	4.4
		Total Credit Hours:	13		

Course No.	Dept Code	Descriptive Title	Credit	Grade	Points
		SECOND SEMESTER 1983/84			
201	D W	Biography of Pharoa			
		Narrators of Hadith	2	C	5.0
363	D W	Methods of Preaching	2	D	2.6
371	D W	Innovations and Superstitions	3	C	6.0
464	D W	Methods of Preaching	3	C	4.6
472	D W	Criticism of Sufism	2	D	2.0
205	ARB	Arabic Language	2	D	2.4
		Total Credit Hours:	13		
		FIRST SEMESTER 1984/85			
362	D W	Principles of Preaching	2	C	4.0
241	IEC	Fundamentals of Public Relations	2	D	2.0
101	ENG	English Language	3	D	3.0
412	HST	The Ottoman Empire	3	D	5.1
361	IEC	Islamic Economy	2	D	2.6
		Total Credit Hours:	12		
		SECOND SEMESTER 1984/85			
282	SHA	Biography of the Holy Prophet	2	B	6.8
242	D W	Islamic Studies in Education	2	D	3.0
353	D W	Oratory	2	C	4.0
454	D W	Oratory	1	B	3.0
118	SHA	Theology	2	C	4.6
121	ARB	Morphology	2	D	3.6
		Total Credit Hours:	11		

SEAL

IN GOOD STANDING

For Saleh Mohamad Saif, Ph.D.
DEAN OF ADMISSIONS & REGISTRATION
16.10.1985

Key To Transcript

18b. Umm Al-Qura University Transcript, page 2

Appendix B

Mathematics in the New Comprehensive School

MATH 1 5 hours Prerequisite:—
Math logic & sets, relations & applics., binom. opera., real numbers, equat. & inequalities, trig. principles.

MATH 2 9 hours Prerequisite: Math 1
Analytic Geometry—One-dimens. coords., straight line equat., circle equation, circle tangent.
Geometrical Transformations—Rotation, identity, symmetry, parameters variation, similarity.
Trigonometry—Directed angle, measuring the angle, circular & trig. functions, trig. applics., relation between angles & sides of triangle.

MATH 3 4 hours Prerequisite: Math 1
Matrices—Addit., multiplica. by real number, inverse applics.
Exponential and Logarithmic Functions—Properties & applics.

MATH 4 4 hours Prerequisite: Math 2, Math 3 (Math 3 and 4 can be taken in the same term)
Trig., exponen. identities, addit. & multiplica. identities, transforma., laws, trig. equat. & vectors, two-dimens. algebra, straight line equat., three-dimens. coords., three-dimens. algebra, space vectors, inner & cross products, equat. of plane in space.
Complex Numbers—Need for complex numbers system, complex numbers field, roots, equat. solution, geom. represent. of complex numbers.

MATH 5 4 hours Prerequisite: Math 1
Stability & math selections, counting principles, permutations, power series, combinations, coding, binom. theory, math deduction.
Statistics—Descriptive stats. data gathering, frequency distrib. & their graphical represent., grouped frequency tables & their graphical represent., means, arithmetic mean (median & mode).
Probability—Intro. to probabil. principles, random experiment, sample space, events, random events, probabil. theory, conditional probabil., independent events.

MATH 7 3 hours Prerequisite: Math 1
Matrices and Determinants—Addit. of matrices, multiplica. by real numbers, determinants of second & third order, applying of matrices & determinants on linear equat. solution.

Exponential Functions—Laws of exponents, exponen. function.

Logarithms—Logarithmic functions, characteristics of logarithmic functions, decimal logarithms, how to use tables of logarithms, calculators, applics. of logarithms in arithmetic opera.

MATH 8 5 hours Prerequisite: Math 2

Polynomials—Definitions, opera. on polynom., div. of polynom., exponen. theory in algebra.

Sequences and Series—Geom. & arithmetic seqs. Finite geom. & arithmetic seqs., seq. limit, decreasing infinite geom. series.

Limits and Continuity—Real numbers, real functions, limits, limit at a point, limit at infinity, methods of calculating limit of real functions, some limit theorems without proofs, continuity of a function at a point, continuity over an interval, continuous functions characteristics.

MATH 9 5 hours Prerequisite: Math 3, Math 4, Math 8

Differentiation—Mean value of a function, deriv. of a function, derivation rules, applics., circular functions, derivatives.

Differentiation Applications—Maxima & minima of a function, mean value theorem, proportionality of functions, local max. & min., concavity & inflection, curves graphing.

Integration—Orig. function, indefinite integrals, some methods to evaluate indefinite integrals, definite integral characteristics, integral fundamental theorem.

Integrations Applications—Area under curve, rotating bodies volumes.

MATH 10 4 hours Prerequisite: Math 9

Conics—Parabola, ellipse, hyperbola, applics. on seq. & series, infinite seqs. & series, infinite series, applics. on limits & continuity, applics. on differentia. & integration, exponen. & logarithmic functions.

MATH 11 3 hours Prerequisite: Math 6

Seqs. & series, geom. & arithmetic seq., limits & continuity with numerical applics., important theorems are presented without proof.

MATH 12 3 hours Prerequisite: Math 11

Differentiation—Deriv. of function (complex function not incl.).

Applications on Differentiation—Simplified applics.

Integrations and Applications—Simplified applics. (applic. on area evaluating is sufficient).

Glossary

Da'wa	propogation of Islamic faith
Dha'iif	poor
Fiqh	science of Islam
Hadith	sayings of the Prophet Mohammed
Jayyid	good
Jayyid Jiddan	very good
Koran	Islamic holy book, often spelled Qur'an
Maqbool	fair
Mumtaaz	excellent
Naajih	pass
Qadah	judging according to Islamic law
Rasasib	fail
Shahadat	certificate
Sharia	Islamic law
Towheed	the Islamic idea of the oneness of *Allah*
Usul-Al-Din	religious foundations

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